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VIVE LE FRANÇAIS

RESOURCE BINDER

PROGRAM DEPARTMENT

Scarborough Board of Education

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FOREWORD

The materials in this binder are intended to assist the elementary school teacher of French in presenting a dynamic, varied approach to the Vive le français! program.

We should like to express our appreciation to the writing committee of Giovanna Andrews, Ann Kalfus and Judy Youell. Under the chairmanship of Mrs. Youell, the committee distinguished itself through its inventiveness, resourcefulness and dedication to the project.

A special note of thanks is extended to Anne Wallace for her sound advice and superb typing of the manuscript.

By the same token, we should like to express our appreciation to Brent Townsend, our illustrator, and to Dennis Broughton, whose photographs appear throughout this document.

It is both our hope and our conviction that these exploitive materials will respond to the day-to-day needs of French teachers and that students will both benefit from and enjoy the activities presented.

G. Robert McConnell,
Co-ordinator of Modern Languages.

STUDENT EVALUATION
IN THE ELEMENTARY
CORE FRENCH PROGRAM

A. GENERAL GUIDELINES FOR EVALUATION

B. EVALUATING THE FOUR LANGUAGE SKILLS

C. EVALUATION SHEETS AND MODEL TESTS FOR PROMENADES

D. EVALUATION SHEETS AND MODEL TESTS FOR HORIZONS

INTRODUCTION

The goal of this unit is to assist teachers in using the resources already available to them in such a way that they become effective tools for evaluation.

These tools can be used both in the ongoing evaluation of student performance in class, as well as in a limited formal testing program.

A. GENERAL GUIDELINES FOR EVALUATION

1. Teachers should explain their evaluation system at the beginning of the year so that students have a full understanding of the expectations of the French program.

2. All evaluation should reflect the approximate percentage allocation of class time in the four language skills as:

	Promenades	Horizons
listening	30%	20%
speaking	40%	40%
reading	15%	20%
writing	15%	20%

3. Tests should reflect what was taught and how it was taught.

4. One skill should be tested at a time whenever possible.

5. Test items should be sequenced according to degree of difficulty.

6. Instructions must be very clear.

B. TESTING THE FOUR LANGUAGE SKILLS

The following is a listing of appropriate tools for evaluating student performance in all four language skills for Promenades and Horizons. *Items marked with an asterisk are only suitable for the Horizons program.

1. Listening Comprehension

- checking the appropriate box
- vrai/faux exercises
- identification of dictated numbers
- flashcards matched with statements
- selection of correct word dictated by teacher
- teacher's overall impression
* pronunciation exercises
* filling in the blank dictation
* selection of correct verb forms in brackets
* multiple choice exercises based on short paragraphs

2. Speaking Competence

- question/answer
- answer/question
- "hot seat"
- random selection by students of questions from teacher's private master list
- description of flashcard
- repetition of exercises in student's text
- dialogues and skits
- oral composition
- teacher's overall impression

3. Reading Comprehension and Pronunciation

- "Summary Review Activities" for Le Français chez nous readers
- multiple choice responses to written questions or statements
- brief passages from readers and text used for evaluating students' pronunciation, intonation and liaison

4. Writing Skills

- filling in blanks (elements to be used appear in a box)
- scrambled sentence
- scrambled dialogue
- creating sentences from a choice of given elements
- changing affirmative to negative
* filling in blanks
* question/answer (general and personal)
* dictated vocabulary
* guided paragraph

C. EVALUATION SHEETS AND MODEL TESTS FOR PROMENADES

1. At least one evaluation sheet should be used per term.

2. When recording the marks for listening comprehension and written tests on the evaluation sheets, space is allowed for both the actual mark and conversion to the scale of 1 to 3.

3. Both listening comprehension and written tests should administered at least twice per term.

4. The structure of the model tests is flexible to allow for the substitution of other types of questions.

EVALUATION SHEET **PROMENADES**

	Listening (30%)		Speaking (40%)				Reading (15%)		Writing (15%)		
Mark Scale 1 Needs Improvement 2 Satisfactory 3 Very Good	Comprehension (General Impression)	Comprehension Test Mark:1-3	Pronunciation	Manipulation (Vocabulary and Structures)	Attitude	Participation	Comprehension	Fluency	Notebooks	Written Tests Mark:1-3	Final Mark (1, 2 or 3)
Names		:								:	
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PROMENADES

MODEL LISTENING COMPREHENSION TEST

Nom: _____ /10

A. Écoute bien!

	1	2	3	4	5
un/il	☐	☐	☐	☐	☐
une/elle	☐	☐	☐	☐	☐

/5

B. Quel mot?

1.	chat	chien	chameau
2.	souris	petit	souliers
3.	fatigué	fâché	février
4.	combien	comment	content
5.	sur	sous	sont

/5

Teacher Instructions

A. See Promenades 2, T.E., page Q75, #7.

B. Read one word in each of the five groups of words and have students circle the word they hear.

PROMENADES

MODEL WRITTEN TEST

Nom: _____ ____/10

A. Remplis les tirets!

1. Paul et Marc, comment sont-ils?

_____ _____ chouettes.

2. Louise et Sylvie, comment sont-elles?

_____ _____ pénibles.

3. Chantal, comment est-elle?

____/5 _____ _____ forte.

4. Monsieur Dubois, comment est-il?

_____ _____ sévère.

5. Maurice et Claire, comment sont-ils?

_____ ne _____ pas rapides.

Elle	est
Ils	sont
Il	est
Elles	sont
Ils	sont

B. Mets le dialogue dans le bon ordre!

- Ah, quel âge a-t-il?
- C'est vendredi, le 25 octobre.
- Il a 12 ans.
- Quelle est la date aujourd'hui?
- C'est l'anniversaire de Michel.

____/5

1. _____
2. _____
3. _____
4. _____
5. _____

D. EVALUATION SHEETS AND MODEL TESTS FOR HORIZONS

1. At least one evaluation sheet should be used per term.

2. When recording the marks for listening comprehension and written tests on the evaluation sheets, space is allowed for both the actual mark and the percentage conversion.

3. Written tests should reflect the acquisition of specific structures and of integrated communication skills, e.g., the ability to answer personal questions.

4. Both listening comprehension and written tests should be administered at least twice per term.

5. The structure of the model tests is flexible to allow for the substitution of other types of questions.

EVALUATION SHEET: **HORIZONS**

	Listening (20%)		Speaking (40%)				Reading (20%)		Writing (20%)		
	Comprehension (General Impression)	Comprehension Test Mark: %	Pronunciation	Manipulation (Vocabulary and Structures)	Attitude	Participation	Comprehension	Fluency	Notebooks	Written Tests Mark: %	Final Mark
Percentage for each division	10%	:10%	10%	10%	10%	10%	10%	10%	5%	:15%	100%
Names		:								:	
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HORIZONS

MODEL LISTENING COMPREHENSION TEST

Nom: _____ ____/20

A. Choisis bien!

	1	2	3	4	5
phrase affirmative	☐	☐	☐	☐	☐
phrase négative	☐	☐	☐	☐	☐
phrase interrogative	☐	☐	☐	☐	☐

____/5

B. Écoute bien!

1. Ils (aimons, aiment) la maison.
2. Où sont vos (enfants, parents)?
3. Tu es (fâché, fauché)?
4. Voilà une (auto, moto) formidable!
5. Est-ce-que tu aimes (l'histoire, le soir)?

____/5

C. Dictée: Une Party chez Richard

C'est vendredi soir. _____ une party chez Richard. Richard et ses amis _____ et ils écoutent _____ la musique.

Sur la table, il y a _____ hamburgers, des _____, de la pizza et _____ coca. Pour le _____, il y a un _____ magnifique! Il y a de la _____ aussi! _____ appétit!

____/10

Teacher Instructions

A. See Horizons 1, T.E., Tout Ensemble, J'écoute, exercice C.

B. See Horizons 1, T.E., Tout Ensemble, J'écoute, exercice D.

C. See Horizons 1, T.E., Unité 8, J'écoute, exercice F.

HORIZONS

MODEL WRITTEN TEST

Nom: _____ 20

A. Écris l'expression interrogative correcte!

1. "_____ tu téléphones à Denise?" "C'est ça!"
2. "_____ les enfants font?" "Des sandwichs."
3. "_____ est le bureau?" "Près du gymnase." — 5
4. "_____ invite Maurice?" "Alain."
5. "_____ est-ce qu'ils arrivent?" "Vers sept heures."

B. Écris la forme correcte du verbe!

1. (étudier) Tu _____ pour le test?
2. (téléphoner) M. Dubé _____ à son père.
3. (faire) Vous _____ vos devoirs? — 5
4. (jouer) Les élèves _____ au soccer.
5. (avoir) Elles _____ faim.

C. Réponds à chaque question par une phrase complète!

1. Qu'est-ce que tu fais après les classes?

_____

2. Qu'est-ce que tu aimes dans ton hamburger?

_____ — 10

3. D'habitude, à quelle heure est le dîner chez toi?

_____

4. Combien d'argent est-ce que tu as?

_____

5. D'habitude, à qui est-ce que tu téléphones?

_____

GROUPING BY ABILITY

WHY GROUP BY ABILITY?

After a number of years of French, certain students may find that they are experiencing learning difficulties. Whether they have fallen behind through lack of application or a lack of linguistic ability, the fact remains that these students, frustrated by a sense of failure, can exert a negative influence in the classroom.

This frustration can sometimes be offset by a new approach, new relationships, and a new set of circumstances in the class. When a child moves from a predominantly teacher-centred to a group-centred activity, he no longer feels threatened by one-to-one interaction with the teacher. He relates to one or more of his peer group, either of similar ability or under the direction of a more academically advanced student leader. Such learning situations may foster more interest and self-confidence.

Grouping by ability also implies that, although minimum course requirements will be met, the amount and the degree of difficulty of the work assigned to the underachieving students is normally less than that assigned to the average or above-average students.

WHEN TO GROUP BY ABILITY

To be effective, grouping should be a regular activity in the classroom, dealing with any oral and even some written aspects of the program. Students learn to anticipate this activity as a usual follow-up to a lesson presentation.

However, grouping should be used only at the teacher's discretion, and only if he is enthusiastic and convinced that it is an effective pedagogical tool. He should feel no pressure to embark upon a program he knows to be inappropriate to his manner of teaching or to the needs of his class.

A teacher should feel <u>in control</u> of his class before he allows students the freedom of working apart from his continual direction. There-

fore, it is essential that the teacher know his students, that a rapport has been established between the teacher and his class, and that the less motivated students not feel threatened either because of their lack of ability or their poor performance. They will certainly want to know the value to them of the grouping experience, and its relevance to their success in French.

HOW TO GROUP BY ABILITY

Once the reason for the grouping program has been explained by the teacher and discussed with the students, the class is divided into two sections, the "Académiques" and the "Bioniques" for instance, the former being the better than average group, the latter being the academically weaker group. The activities and assignments of these two sections will vary according to the needs of each group. Two separate work sheets may be posted to guide students in the completion of their work. (Two examples of such work sheets are included after the sample lessons on pages 7 and 8.)

Grouping strategies within the above-mentioned larger sections will vary according to the activity. For exercise preparation and correction, grouping of the students in pairs works well. For dialogue preparation, reading and special assignments, groups of two, three or four may be used. The composition of the group may vary as well. Some groupings function best with a leader, especially if a test is being prepared for, or if an exercise involves the need for specific expertise, e.g., determining if the answers are correct or not.

To avoid confusion when small groups are formed, a student should be able to refer to a list indicating with whom he has been paired or tripled, and in what area of the classroom the group meets. Students should soon respond automatically to activity changes. Pairing and tripling should be done judiciously by the teacher after considering the needs and relationships within the class.

SAMPLE LESSON: SUGGESTED PROCEDURES

Vive le français!, Book III, Unité 2, Leçon B

(The "Académiques" will be called "Group A".
The "Bioniques" will be called "Group B".)

Page T90 — Présentation: to whole class, with tape, as suggested in the Teacher's Edition.

Page T92 — As-tu compris?:

Group A: all questions to be done orally in groups of three students. Exercise B, "Questions", is to be handed in for correction.

Group B: Exercise A, "Vrai ou faux", to be done in groups of three students, plus three simple questions to be worked orally by groups of three students and then written up and handed in for correction.

Suggested questions: (to be mimeographed for students' use)

Les Barton: (1) Où habitent les Barton, dans une maison ou dans un appartement?

(2) Combien de pièces y a-t-il chez les Barton?

(3) Qu'est-ce que les Barton ont comme voiture: une Corvette, une Citroën ou une Chevrolet?

Les Lebrun: (1) Où est la maison des Lebrun?

(2) Comment est leur voiture?

(3) Comment s'appelle leur chien?

Page T92 — Vocabulaire: Group A and Group B write French vocabulary in their personal work books.

Page T93 — Langue Vivante and Les Couleurs: all together with teacher.

Page T94 — Pratique orale: first done all together with tape, then repeated for Group B while Group A is completing "As-tu compris?".

Page T94 — Observations: Group B copies examples of la Position des adjectifs into personal work books, to be marked by the teacher for accuracy.

Page T94 — Mini-dialogues: whole class, in groups of three including a leader, to be presented orally. All variations are to be prepared.

Page T95 Au travail:

Group A: all exercises to be completed orally. Exercise F to be handed in.

Group B: Exercises B, C, E and F to be done orally with Group A. Exercise F, questions 1, 3, 4, 5, 6, 8 and 9, to be reworked by pairs of students while Group A does Exercises A and E with the teacher. Group B then presents Exercise F orally to the teacher while Group A prepares the same exercise for written submission.

Page T97 Savoir-Lire: whole class works with the teacher.

Page T98 Lisons:

Présentation: whole class, with tape, as suggested in the Teacher's Edition.

Exercises:

Group A: Exercises A and B to be done orally with teacher. Exercise C to be done in pairs as suggested, then Exercises D and E with teacher.

Group B: Exercises A and B to be done orally with teacher in conjunction with Group A. Then Exercise B to be written out and handed in.

Cahier:

Page T253 A l'écoute: whole class does all exercises.

Page T255 A l'écrit:

Group A: all exercises to be done. Exercises A and D are to be handed in.

Group B: Exercises B, C and E to be done orally with Group A under the teacher's direction, then in written form. Exercise E will be corrected by the teacher.

Page T256 Carte blanche: Group A will do all of the exercises. Group B will do Exercises A, B and C only.

Page T257 Savoir-faire: whole class with teacher.

SAMPLE LESSON: SUGGESTED PROCEDURES

Vive le français!, Book III, Unité 2, Leçon C

Page T102 — Présentation: with whole class, as suggested in Teacher's Edition.

Page T105 — As-tu compris?:

Group A: all questions to be done orally in groups of three students. Exercises A, B and C, "Questions", are to be handed in.

Group B: Exercises A, B and C, "Vrai ou faux", with teacher, plus three simple questions, answered orally first, with the teacher, then prepared individually and handed in.

Suggested questions: (to be mimeographed for students' use)

(1) Quelle ville est-ce que Jean-Paul visite?

(2) Qu'est-ce qu'il achète à la tour C.N.?

(3) Qui joue contre les Leafs au Maple Leaf Gardens, les Bruins ou les Canadiens?

Page T105 — Vocabulaire: whole class to write out French vocabulary in personal work books.

Page T106 — Observations: Group B copies examples of les adjectifs pluriels into personal work books, to be corrected by the teacher for accuracy.

Page T106 — Pratique orale: by whole class with teacher using tape, then repeated for Group B, which works either with the teacher or with listening stations, if available, while Group A is completing "As-tu compris?".

Page T107 — Mini-dialogues: whole class, in groups of two or three students, to be presented orally. Teacher helps Group B.

Page T108 — Au travail: whole class does Exercises A, C, D, E and G together orally; Group B then reworks Exercise D in pairs for oral presentation while Group A does Exercises B and H with the teacher. Group A is to prepare Exercise F for submission to the teacher.

Page T111 — Perspectives: whole class with teacher.

Page T112 — Lisons:

Présentation: to whole class as suggested in Teacher's Edition. For the suggested questions in the Teacher's

Edition, class works in groups of three including a leader who asks the questions provided by the teacher.

Exercises: Group A and Group B do Exercise A together orally with the teacher. Group A does Exercises B and C to be handed in, while Group B practises the text of "André le détective" with the tape, either under the direction of the teacher or using listening stations if they are available. Group B is then marked by the teacher on the reading.

Cahier:

Page T258 — A l'écoute: whole class does all exercises.

Page T260 — A l'écrit:

Group A: all exercises to be done. Exercise E to be handed in.

Group B: Exercises A, B and D to be done orally with Group A under the teacher's direction, then in written form. Exercise D will be corrected by the teacher.

Page T261 — Carte blanche: Group A will do all of the exercises. Group B will do Exercises C and D only, in pairs or in groups of three students.

Page T262 — Savoir-faire: the whole class, working with the teacher.

WORK SHEETS

(to be mimeographed for students and posted)

Unité 2
Leçon B

Les Académiques

* à remettre au prof
** présentation orale

Travail à compléter:

Texte: p. 60 Les Barton, Ex. A (3), Ex. B (3)*;
Les Lebrun, Ex. A (3), Ex. B (3)*

p. 60 Vocabulaire: à écrire dans le cahier personnel

p. 62 Mini-dialogues (3)**

p. 63 Au travail: tous les exercices; Ex. F*

p. 66 Lisons: tous les exercices; Ex. C (2)

Cahier: pp. 31-32 A l'écoute: tous les exercices

pp. 33-34 A l'écrit: tous les exercices; Ex. A*, Ex. D*

pp. 35-36 Carte blanche: tous les exercices

(2) = in pairs; (3) = in groups of three

Unité 2
Leçon C

Les Académiques

* à remettre au prof
** présentation orale

Travail à compléter:

Texte: p. 73 Tous les exercices (3); questions A*, B*, C*

p. 73 Vocabulaire: à écrire dans le cahier personnel

p. 75 Mini-dialogues (2)**

p. 76 Au travail: tous les exercices; Ex. F*

p. 80 Lisons: tous les exercices (3)

Cahier: p. 38 A l'écoute: tous les exercices

p. 41 A l'écrit: tous les exercices; Ex. E*

pp. 42-43 Carte blanche: tous les exercices

(2) = in pairs; (3) = in groups of three

Unité 2
Leçon B

Les Bioniques

* à remettre au prof
** présentation orale

Travail à compléter:

Texte: p. 60 Ex. A (3); 6 questions sur feuilles (3)*

p. 60 Vocabulaire: à écrire dans le cahier personnel

p. 62 Observations: exemples à copier dans le cahier personnel

p. 62 Mini-dialogues (3)**

p. 63 Au travail: Ex. B, C, E et F (#1, 3, 4, 5, 6, 8, 9) (2)**

p. 66 Lisons (3): Ex. A, B*

Cahier: pp. 31-32 A l'écoute: Ex. A, B, C, D, E, F et G

pp. 33-34 A l'écrit: Ex. B, C et E*

pp. 35-36 Carte blanche: Ex. A, B et C

(2) = in pairs; (3) = in groups of three

Unité 2
Leçon C

Les Bioniques

* à remettre au prof
** présentation orale

Travail à compléter:

Texte: p. 73 Ex. A, B, C, Vrai ou faux; 3 questions sur feuilles*

p. 73 Vocabulaire: à écrire dans le cahier personnel

p. 74 Observations: adjectifs; exemples à copier dans le cahier personnel*

p. 75 Mini-dialogues (2)**

p. 76 Au travail: Ex. A, C, D, E et G; Ex. D (2)**

p. 80 Lisons (3)**: Ex. A

Cahier: p. 38 A l'écoute: Ex. A, B, C, D, E, F et G

p. 41 A l'écrit: Ex. A, B et D*

p. 42 Carte blanche: Ex. C et D (2)

(2) = in pairs; (3) = in groups of three

AN ACTIVITY CENTRE IN
THE CORE FRENCH CLASSROOM

A. RATIONALE

B. PHYSICAL SETUP

C. ACTIVITY GROUPING

A. RATIONALE

Purpose

The purpose of an activity centre is to provide enrichment, reward, motivation and a change of pace for students in the core French program.

Participants

Any willing and responsible students in grades five (preferably last term), six, seven and eight can participate. They should be capable of working quietly and independently.

Time Frame

Students should be encouraged to choose an activity upon completion of their regular classwork.

Expectations

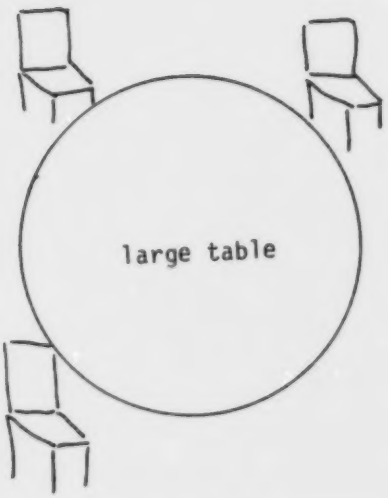
The teacher must ensure that students understand fully the instructions for each activity. Although the activity centre is there for the enjoyment of the students, they must understand that a task, once undertaken, should be completed.

B. PHYSICAL SETUP

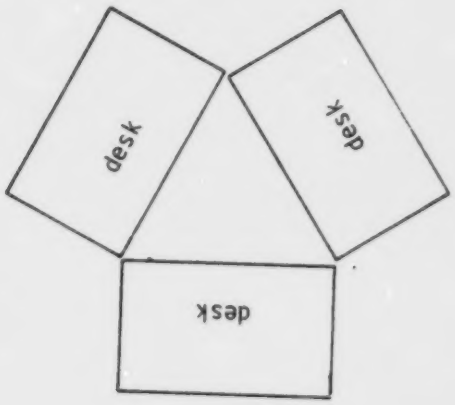
Furniture

The centre should be set up in a separate area of the classroom on a large table or on several desks. Students may choose to work at the centre or take materials to their own desks.

e.g.



OR



Signs

For easy recognition the centre should be labelled with a large sign:

CENTRE D'ACTIVITES

and each division should be identified by a smaller sign,

JEUX | LECTURE | A L'ECOUTE | A L'ECRIT

B. PHYSICAL SETUP

Materials

The teacher will need most of the following items in order to run a successful activity centre.

I. Teacher storage boxes

A box for completed student work containing a file folder or envelope for each student. A record sheet of completed activities should be attached to the file folder or envelope.

e.g.

Nom: _____

Activités complétées

		Date:
1.	Puzzle	le 2 octobre
2.		
3.		
4.		
5.		
6.		

II. Games
Books, comics, student magazines
A tape recorder with earphones, tapes, words for songs
A computer and French programs
Puzzles
Art materials
Pencils, rulers and erasers

C. ACTIVITY GROUPING

Levels of Difficulty

The difficulty level of activities will vary from grade to grade. However, for practical purposes, the same activities can be used by grades five and six and by grades seven and eight.

Divisions

Each centre could accommodate the following four divisions: Jeux, Lecture, A l'écoute and A l'écrit, with the number of activities limited to one or two per division.

Themes

In planning the activities, the teacher may wish to exploit a seasonal theme, e.g., Noël or use a unit theme, e.g., Food (Horizons 1, Unit 8) for all four divisions.

Ideally, activities should be changed twice a term as students progress through the program.

SUGGESTED ACTIVITIES

The following are suggestions for activities in each of the four divisions of the activity centre:

1. Jeux

Oh! Canada 2	Commissioner of Official Languages Ottawa, Ontario K1A 0T8
Mon Premier livre de jeux	Centre Éducatif et Culturel Inc. 8101 Boul. Métropolitain Est. Montréal, Québec H1J 1J9
Trivial Pursuit	
Card Games	Use blank playing cards to create matching and number games (reduced versions of flashcards can be found at the beginning of the Teacher's Guide).
Computer Games	
Loto	
Snakes and Ladders	

(Students can be an excellent resource for creating new games.)

_____

_____

_____

_____

_____

SUGGESTED ACTIVITIES

2. Lecture

Magazines

Bonjour, Ça va and Allons
Scholastic Book Services
123 Newkirk Road
Richmond Hill, Ontario L4C 3G5

Books

A selection of French readers suitable for elementary school students is on display in the A.B. Patterson Professional Library under the title Collection Française

Comics

Available from
Les Editions Héritage Inc.
300 ave. Arran
Saint-Lambert, Québec J4R 1K5

Movie Magazines

Wow, Le Magazine de Jeunes
118933 Canada Inc.
10,000, rue Lajeunesse
Suite 210
Montréal, Québec H3L 3S3

3. A L'Écoute

Tapes

Comment ça va?
Matt Muffin Record Co.
Unit 347
238 Davenport Road
Toronto, Ontario M5R 1J6

Chansons Cocasses
K-Tel International Ltée.
6665 ouest, rue St-Jacques
Montréal, Québec H4B 1V3

(Have printed lyrics available, some with blanks to be filled in as students listen.)

Records

SUGGESTED ACTIVITIES

4. À L'Écrit

Puzzles	e.g., crossword, word search, anagram and matching exercises. See Halloween and Noël units in Vive le français! Resource Binder
Creative Writing	e.g., filling in blank bubbles in comic strips
Labelling	e.g., articles of clothing (magazine cut outs or sketches)
Poetry	e.g., see Vive le français! Resource Binder, Creative Writing
Workbooks	e.g., V.L.F. cahiers, Bon Voyage sections not completed in class
	Jeux et Casse-tête Editions Chantecler
	Retour du Jedi, Multiplication Editions Héritage, Inc. 300 ave. Arran Saint-Lambert, Québec J4R 1K5

_____

_____

_____

ACTIVITÉS POUR "UNE JOURNÉE DE PLUIE"

OR

WHAT TO DO WHEN HALF THE CLASS IS MISSING

A. ORAL ACTIVITIES

Board Games
Number Games
Skits and Interviews

B. WRITTEN ACTIVITIES

Word Search
Crosswords
Comics
Autobiography
Scrambled Dialogue
Coded Letters

C. READING ACTIVITIES

Supplementary Readers
French Magazines
Research

D. VISUAL RESOURCES

Videotapes
Films

E. ART ACTIVITIES

School Signs
Collages
Bulletin Boards
Board Games
Story Books

A. ORAL ACTIVITIES

Board Games

1. Spelling Bee

Since the Grade 4's and 5's are not expected to spell French vocabulary without a model, use only the simplest of words. With the intermediate grades any vocabulary from the program can be used.

2. Blackboard Scrabble

Divide the class into two teams. Write, or have a student write, a long word on the blackboard. Students add other words to it in crossword fashion. Assign one point for each letter in the words added. Repeats should not be allowed.

E.g.,

```
          beaucoup
          u     r
          r     o
      élève     f
      c   a     e
      o   u     s
      l         s
      e         e
                u
                r
```

Score:

beaucoup	= 8
bureau	= 6
élève	= 5
école	= 5
professeur	= 10

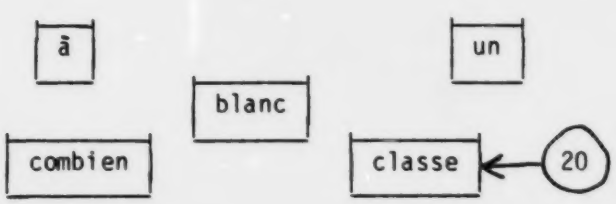
3. Tic Tac Toe

Use grid game to drill adjectives, verbs, numbers, questions and pronunciation.

4. Lucky Numbers

Write numbers on the blackboard and cover each with a French word written on an index card. In order to gain the points under a card, the student must put the word in a correct French sentence.

e.g.,



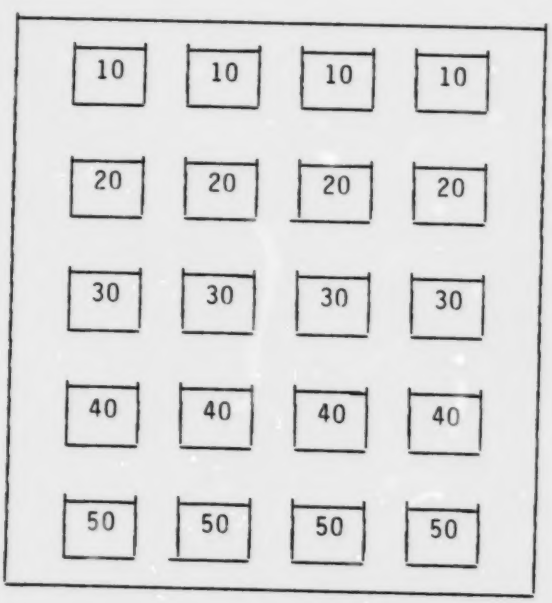
The student using classe correctly in a sentence would win 20 points for his team.

A. ORAL ACTIVITIES

Board Games

5. Jeopardy

Make a jeopardy board and prepare question cards suitable for each grade. Jeopardy boards consist of 4 columns of 5 library pockets numbered 10 to 50. Question cards are inserted in the pockets. The categories for each column can be changed at will.



The 50 point questions will naturally be the most difficult.

Divide the class into two teams. A team member chooses a category and a point value. A correct answer earns his team the points on the chosen library pocket.

Possible categories and questions for Grade 4 might be:

Numbers

10 - Comptez de zéro à dix!
20 - Comptez de dix à un!
30 - Combien font 2 et 3?
40 - Combien font 10 moins 4?
50 - Combien font 7 et 2 moins 6 et 3?

A. ORAL ACTIVITIES

Board Games

5. **Jeopardy** (Continued)

Classroom vocabulary

10 - Qu'est-ce que c'est? (hold up a book)
20 - Qui est-ce? (hold up M. Zano flashcard)
30 - Nommez quelque chose dans la classe qui commence par la lettre "p" (un pupitre).
40 - Epelez le mot "stylo".
50 - Epelez le mot "craie".

Adjectives

10 - Comment est-il? (flashcard "fâché")
20 - Comment est-elle? (flashcard "petite")
30 - Quel est le contraire de "content"?
40 - Superman, comment est-il? (two adjectives)
50 - (girl in class), est-ce qu'elle est grande? (elicit negative response - Non, elle n'est pas grande, elle est petite.

La date

10 - Quel mois est-ce?
20 - Quel est le mois après "mai"?
30 - Quelle est la date?
40 - En quel mois est-ce qu'il neige?
50 - Nommez trois mois qui commencent par "j".

Similar categories and questions can be prepared for subsequent grades. Keep question cards for various grades in envelopes, using elastic bands to separate categories, and be sure to mark the point value on each card.

A. ORAL ACTIVITIES

Number Games

1. **Mystery Equation**

   Write an equation on the board, e.g., _____ + _____ = 9. Now write the mystery combination on a piece of paper, e.g., 3 + 6 = 9. The student must guess the right equation.

2. **Voyageur**

   One student in the class stands behind or beside the desk of another student. The teacher shows cards with numbers for identification or problems of addition, subtraction, multiplication or division. The first student to answer correctly moves to the desk of the next student. The teacher presents a new problem. The winner moves on. The loser either remains seated or takes the seat of the winner.

3. **Sur les Pupitres** or **Pamplemousse**

   Sur les Pupitres can be used in grades 4 and 5. Have all students sit on their desks and have them begin numbering off by rows. Each student can say one or two numbers. The student who says ten must sit down and is eliminated. The numbering begins again. Play continues until only one student is left--the winner.

   Pamplemousse can be used in the older grades. Students sit on their desks and begin numbering off by rows (they can go as high as 50 or 100). They say only one number each but are forbidden to mention certain numbers or multiples of that number and instead must substitute the word pamplemousse. If they do say the number they must sit down and are out of the game.

   e.g., If sept is the forbidden number, students must substitute the word pamplemousse for 7, 14, 17, 21, 27, 28, 35, 37, 42, 47, 49, etc. The last student left is the winner.

4. **Bingo**

A. ORAL ACTIVITIES

Skits and Interviews

1. Skits

Suggest to students that they base their skit on one of the presentations or mini-dialogues in the text. You might like to list certain required vocabulary and structures on the board.

2. Survey

Prepare a series of questionnaires suitable for the various levels of French. Have students circulate and find students for each category, if possible. Be sure students pose all questions in French.

Sample Survey

Trouvez quelqu'un qui:

a) aime le français
b) a les cheveux roux
c) aime les épinards
d) n'aime pas la musique pop
e) joue au tennis
f) habite dans un appartement
g) porte un T-shirt blanc
h) n'aime pas la neige
i) a deux soeurs
j) n'a pas onze ans
k) regarde les nouvelles à la télé
l) aime les tests
m) a un anniversaire en juillet
n) joue de la guitare
o) étudie dans la salle de récréation
p) collectionne les timbres
q) range sa chambre chaque jour
r) mange le dîner à 5 heures

e.g., For question (a) student would ask "Est-ce que tu aimes le français?" or "Tu aimes le français?"

3. Interview

Prepare several copies of an interview form and have pairs of students practise asking and answering the questions before performing in front of the class. Encourage students to provide as many props as possible for the performance, e.g., glasses, hat, paper, pen, etc.

A. ORAL ACTIVITIES

Skits and Interviews

3. **Interview** (Continued)

Sample Interview Form

Une Interview avec .....

Nom - (Interviewer asks Comment t'appelles-tu?

Adresse - (Quelle est ton adresse?)

Téléphone - (Quel est ton numéro de téléphone?)

Auto - (Est-ce que tu as une auto?)

Profession - (Tu es pilote?)

Langue - (Tu parles français?)

Temps libre - (Tu aimes les weekends?)

You might have a third student act as secretary and report what was said in the interview.

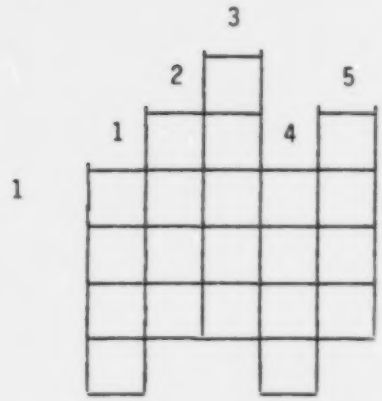
e.g., Il s'appelle _____.
Il habite à _____ rue _____.

B. WRITTEN ACTIVITIES

CROSSWORDS

1. **Crosswords**

LES COULEURS



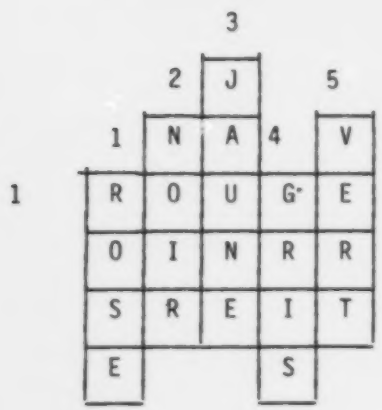
Complétez horizontalement

1 une belle pomme _____

Complétez verticalement

1 c'est aussi une fleur _____
2 le tableau _____
3 bleu + _____ = vert (mélange de couleurs)
4 le ciel n'est pas bleu, il est _____
5 L'arbre est _____, c'est le mois de mai.

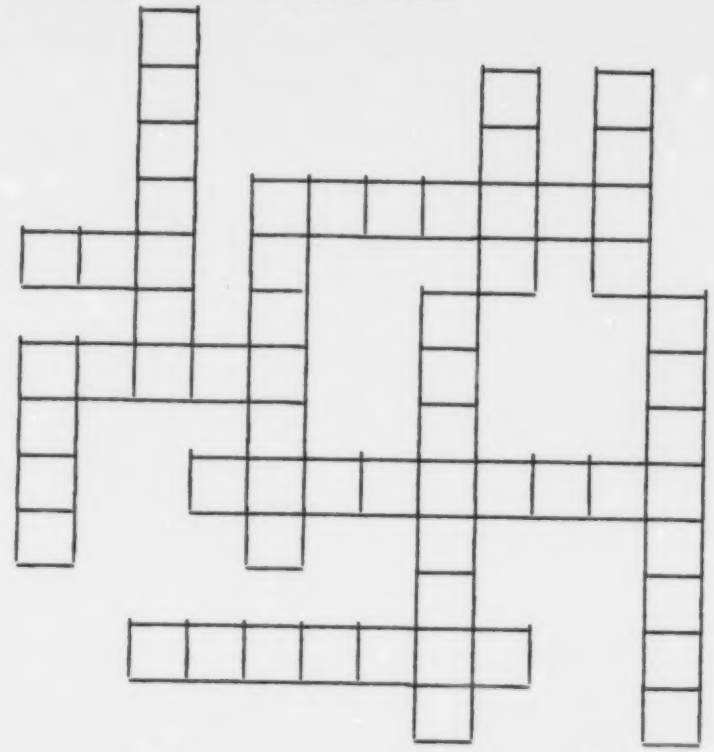
LES COULEURS

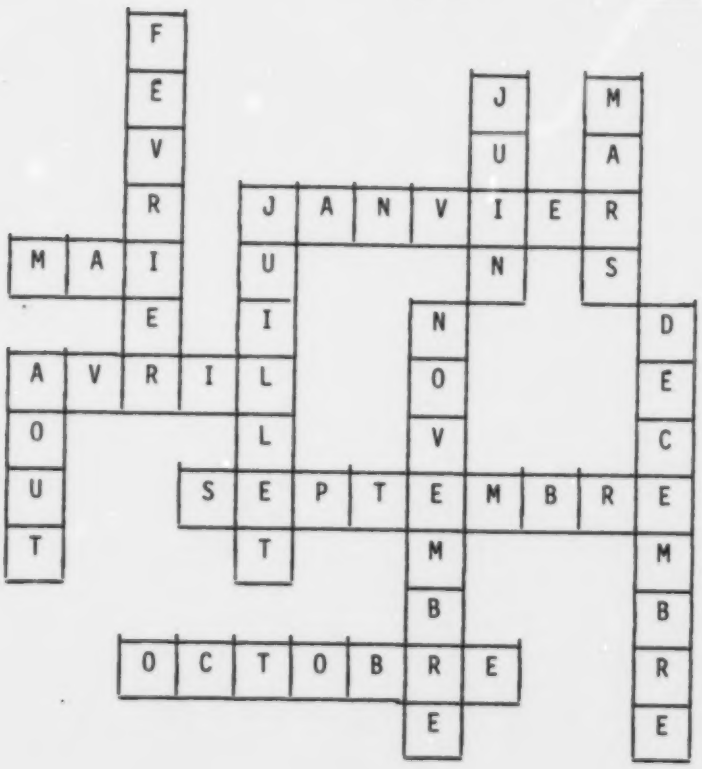


B. WRITTEN ACTIVITIES

CROSSWORDS

LA DATE: LES MOIS - Complétez

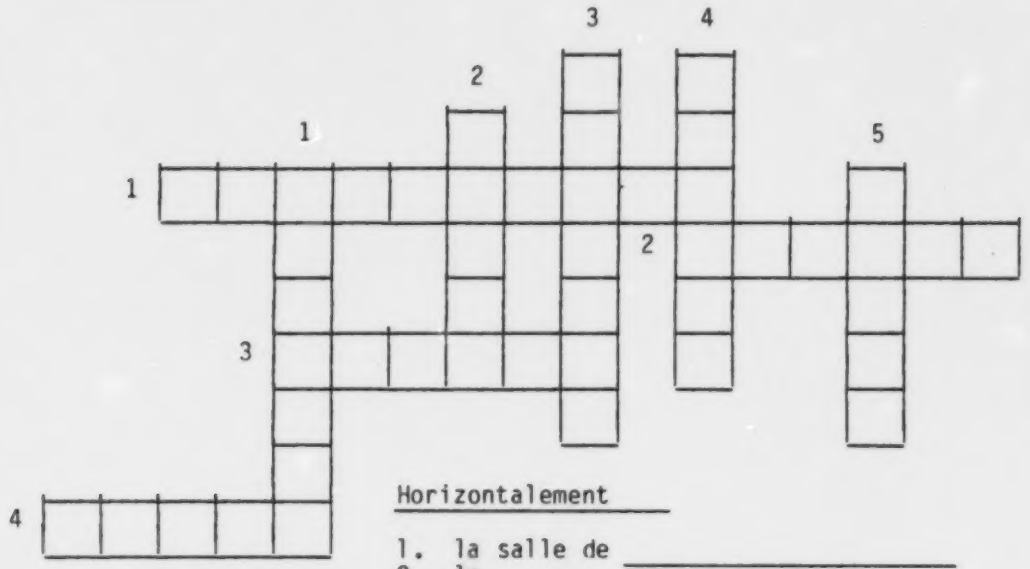




B. WRITTEN ACTIVITIES

CROSSWORDS

LA MAISON

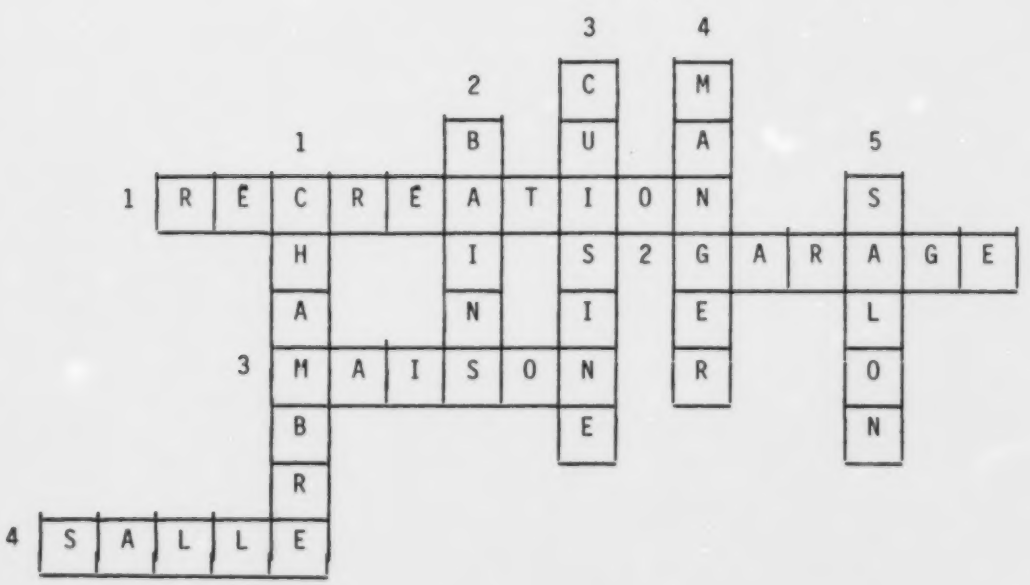


Horizontalement

1. la salle de _____
2. le _____
3. la _____
4. la _____ de récréation

Verticalement

1. la _____ à coucher
2. la salle de _____
3. la _____
4. la salle à _____
5. le _____



B. WRITTEN ACTIVITIES

Word Search

1. **Word Search**

Word Search (based on vocabulary acquired up to and including Unité 6, Horizons 1).

TROUVE LES MOTS

X N Q K A L I C O L L E C T I O N N E R A P
G O F M F S E B W R K Z R E T X U T L J G E
C H A M B R E M Q U Y P G O I P S B K S N P
W J U H E U R E S I F I B G M I E M F V V D
X C Y U B Y K O G K E A G D T U U M E G X E
V O I T U R E M M N J C C N Q S I U H U T B
E F O E R A J S O L E X E I M K Q Q U T O P
Y F T L E J H T A V H D F T L I M C F U Y H
R I C N A B O P A E I I F H T E N E X A P A
J C S Y U M M T Z G N X R A R O S U P I P P
U O L F E Y M P P G Q U R Z I A E Z I S A A
K T U K S U G A A I E P G M N V F U I T R T
M W I O H T X M D T A S A M E Q I M S Y L P
I C E R N K B E O E R C Y H S R W T U U E O
N D R C U S N M T U M G C C H E Z M I I A Y
U M D U Q I O N O P V O C T D F Q Z O R G I
I Q Q B S L E J M D Y S I S O M M E S I I U
T O Z I C T U T W W S J A S Y Q Z H W M N Q
B O U Y I O Y V B A W C C L E Y T N C K T S
I C C S T M O N T E J T Y F L L V U H F Y Y
Z D I Z I H Y I M M W U P F F E L C E N T S
C V O O J A K V A R Q R P I E F N E Z U S X

There are 30 words here -- Can you find them?

Here are the words to look for:

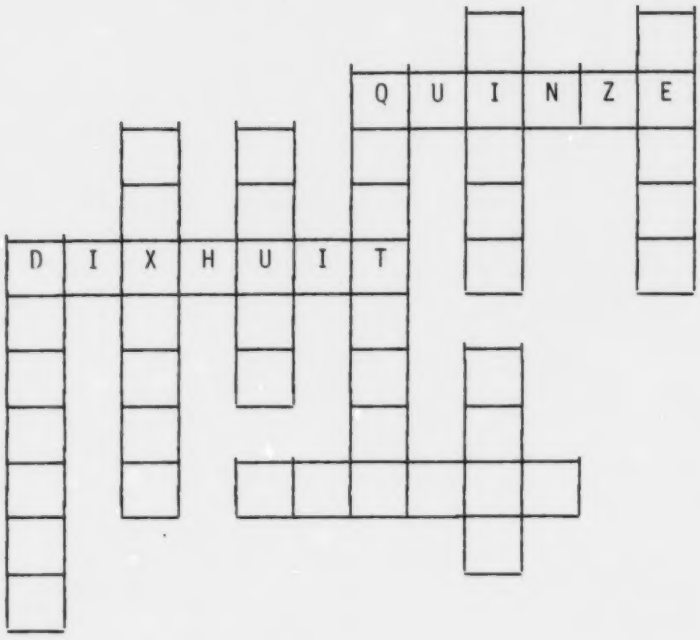
AVEC	CHEVEUX	DENTISTE	MADEMOISELLE	MOTONEIGE	SYMPA
BUREAU	CHEZ	FACILE	MAGNIFIQUE	PARLE	TOUJOURS
CAMION	COLLECTIONNER	GYMNASE	MINUIT	PRATIQUE	VISITENT
CENT	CUISINE	HEURES	MOINS	SALLE	VOITURE
CHAMBRE	CYCLOMOTEUR	JOUONS	MON	SOMMES	YEUX

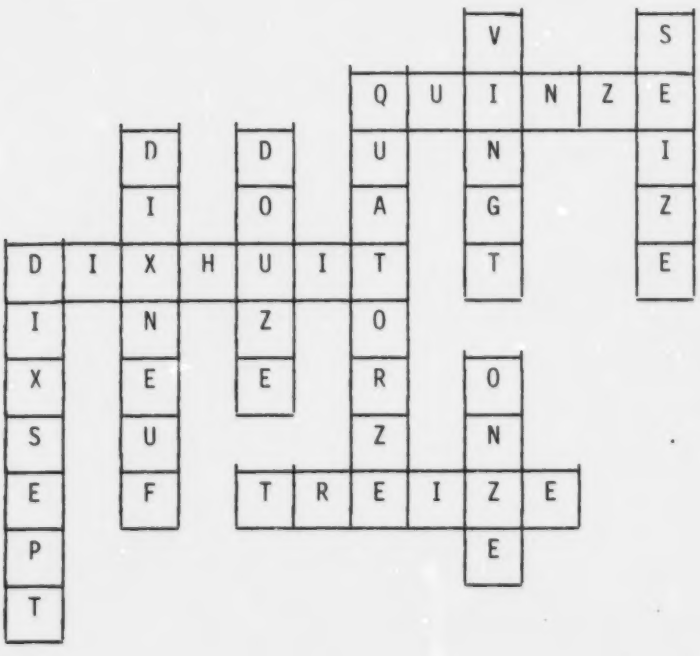
B. WRITTEN ACTIVITIES

CROSSWORDS

LES NOMBRES DE 11 A 20 ....

Complétez





B. WRITTEN ACTIVITIES

COMICS

White out the English dialogue found in a four square Garfield cartoon strip. Have students fill in the balloons using previously acquired French vocabulary.

AUTOBIOGRAPHY

Prepare an overhead transparency of the outline for a student autobiography e.g.

Mon Autobiographie

Salut! Je m'appelle _____. Je suis _____ et _____.
J'ai les cheveux _____ et les yeux _____.

J'_____ _____ ans. Mon anniversaire, c'est le _____ _____. Je suis de _____. J'habite dans _____ _____. Je n'ai pas de _____.

Mon école, c'est _____ _____. Elle est la rue _____. Dans la classe de _____, il y a _____ _____.

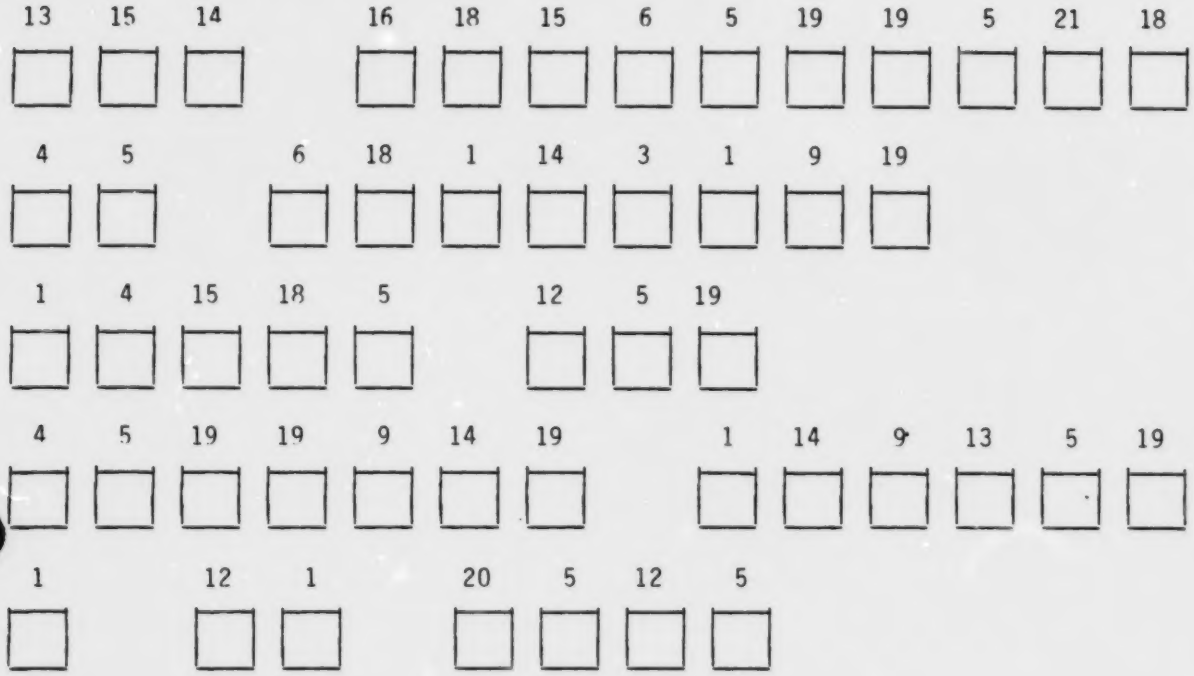
Moi, j'aime _____ _____ et _____ _____.

Have students copy the outline from the overhead and fill in the blanks.

B. WRITTEN ACTIVITIES

CODED LETTERS

Have students decode the following message:



(Mon professeur de français adore les dessins animés à la télé.)

Code: A = 1
Z = 26

B. WRITTEN ACTIVITIES

SCRAMBLED DIALOGUE

Have students unscramble the following dialogue:

Oui, je vais à l'école Pierre Lapine.
Comment t'appelles-tu?
Oui, j'ai un grand frère et une petite soeur.
Bonjour!
Quel âge as-tu?
Tu aimes l'école?
Tu as des frères et des soeurs?
Bonjour, monsieur.
Je m'appelle Colette Dubé.
J'ai treize ans.

Bonjour!
Bonjour, monsieur.
Comment t'appelles-tu?
Je m'appelle Colette Dubé.
Quel âge as-tu?
J'ai treize ans.
Tu aimes l'école?
Oui, je vais à l'école Pierre Lapine.
Tu as des frères et des soeurs?
Oui, j'ai un grand frère et une petite soeur.

C. READING ACTIVITIES

Supplementary Readers

Teachers may want to augment the collection of French supplementary readers in their classroom or in the school library. For this purpose, the Collection Française at the A.B. Patterson Professional Library has a permanent display of readers suitable for grades 4 to 8 which librarians and teachers can consult before making purchases.

MAGAZINES

1. **BONJOUR, ÇA VA, ALLONS**

These student magazines are available through:

Scholastic Book Services
123 Newkirk Road
Richmond Hill, Ontario L4C 9Z9
Telephone: 883-5300

For approximately $100.00 per class set per annum for ten issues.

2. **COMICS, MOVIES, MAGAZINES**

See unit on Activity Centres in the Resource Binder.

3. **RESEARCH**

Using a passage from the Bon Voyage section of Horizons or from a selected reader, provide a series of "research" exercises in which students must find:

(a) Cognates:	English to French e.g., family ⟶ famille or French to English e.g., étudier ⟶ study
(b) Rhyming words:	teacher provides 10 French words and students find words in the passage that rhyme with them.
(c) French equivalents:	teacher provides English expressions and students find French equivalents in the passage.
(d) Number words:	e.g., troisième, moitié, etc.
(e) Sounds:	words containing "t" pronounced like "s", e.g., station, "Il" pronounced like "il", and "ij", e.g., ville and fille.

D. VISUAL RESOURCES

VIDEOTAPES

Show selected programs from the Salut and Parlez-moi series. These can be ordered from the Audio Visual Department using the same procedure as for films. See Resource Binder for program details.

FILMS

See Resource Binder for program details.

E. ART ACTIVITIES

SCHOOL SIGNS

(It is suggested that teachers keep a supply of art materials for ready use on a rainy day.)

Have students create signs for different rooms in the school, e.g., Bienvenue à la bibliothèque

COLLAGE

Have students collect and label pictures, e.g., magazine cutouts of items that occur in textbook vocabulary. Encourage students to use one theme per collage and have them provide an appropriate title.

BULLETIN BOARD

Make use of the creative resources of your students to renovate or update the bulletin board.

BOARD GAMES

Have students create new games to be laminated and used in the activity centre.

e.g., Trivial Pursuit
Jeopardy
Lucky Numbers
Snakes and Ladders
or
games devised by students

E. ART ACTIVITIES

STORY BOOKS

Have students write and illustrate a simple story based on vocabulary acquired in their regular program.

E.g., **MON AMIE MIMI**

Page 1

Voici une petite souris.

Page 2

Elle s'appelle Mimi!

Page 3

Elle adore le fromage.

Page 4

Elle déteste les chats.

Page 5

Moi, j'aime Mimi. Et toi!

Student draws a self-portrait.

Creative Writing

A) POETRY

B) HOROSCOPES

C) NEWSPAPER ADS

D) SKITS

AIM: To have students use adjectives in a creative fashion.

A) POETRY

The following are some examples of types of poems that can be written by students:

1) Diamond Poetry (Mood Poetry)

- seven lines
- first and last lines are nouns which are opposites
- middle line is the longest and marks the transition from one noun (mood) to the other

E.g.:

Ecole
Travail, devoirs
Professeurs qui parlent trop
Au printemps je fais du baseball
Les examens finissent
Deux jours encore
Vacances.

Matin
Soleil, jaune
Commencement de la journée
Content de manger avec mes amis à midi
Rentrée chez moi
Ciel bleu
Soir.

2) Cinquain Poetry

- line 1: one noun
- line 2: two adjectives
- line 3: three verbs
- line 4: a statement
- line 5: repeat line 1 or give a synonym

E.g.:

Jeans
Bleus et confortables
Acheter, porter, laver
Je les adore
Levis.

Un copain
Aimable et sympathique
Téléphoner, visiter, aimer
Mon ami est formidable
Un copain.

3) Acrostic Poetry

- the letters of a noun form the initial letters of each line
- each word used describes the noun

E.g.:

Française	Pénible
Intelligente	Règle
Folle	Occupé
Importante	Fâché
(FIFI)	(PROF)

4) Septones (Telephone Numbers)

- the digits of a telephone number determine the number of words in each line

E.g.:

2 une party
4 faire une longue liste
3 inviter mes amis
5 disques, coca, pizza, électrophone, gâteau
5 bonne, intéressante, amusante, comique, content
2 c'est minuit
1 fatigué

5) Imitation

- take well-known songs or poems and change the words

E.g.:

To the tune of "Row, Row, Row Your Boat":

Le français est bon,
Les maths sont difficiles,
La géographie est intéressante,
Mais la musique, c'est facile.

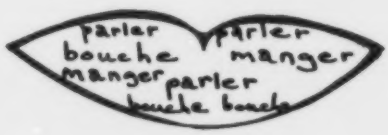
To the rhythm of "Roses Are Red":

Ma soeur est mince,
Mon frère est gros,
Mais moi, je préfère
Les animaux.

6) Concrete Poetry

- select a simple object or shape
- make a list of words related to the object
- draw an outline of the object and fill it with the related words

E.g.:



7) Drawing Words

E.g.:

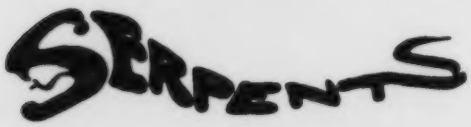
(a)

(b)

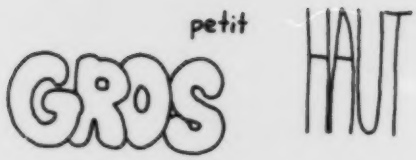
(c)

(d)

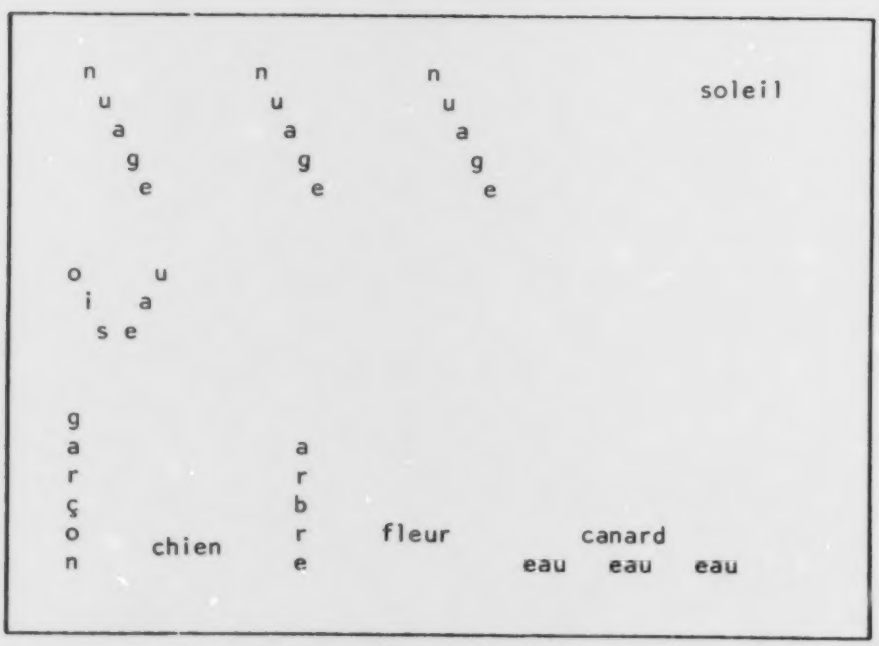
(e)



(f)



8) Picture Poetry



B) HOROSCOPES

1) Have the students write horoscopes using adjectives of description.

The signs of the zodiac are as follows:

Capricorne	-	du 22 décembre	au	20 janvier
Verseau	-	du 21 janvier	au	18 février
Poissons	-	du 19 février	au	20 mars
Bélier	-	du 21 mars	au	20 avril
Taureau	-	du 21 avril	au	21 mai
Gémeau	-	du 22 mai	au	21 juin
Cancer	-	du 22 juin	au	22 juillet
Lion	-	du 23 juillet	au	23 août
Vierge	-	du 24 août	au	23 septembre
Balance	-	du 24 septembre	au	23 octobre
Scorpion	-	du 24 octobre	au	22 novembre
Sagittaire	-	du 23 novembre	au	21 décembre

The teacher could write these on the board and, using the same format as an English horoscope, have each student write his own horoscope or one for a friend, e.g.:

Poissons: Vous êtes sympathique et romantique. Vous cherchez la vérité. Mais vous êtes aussi impressionable et trop émotionnelle. Vous avez de la difficulté à prendre des décisions.

C) NEWSPAPER ADS

1) The students make up an advertisement trying to sell articles. They use adjectives to describe what they are selling. They might want to write a funny "personal" ad selling their teacher or a family member, e.g.:

À vendre: Une bicyclette rouge. Grande et belle à dix vitesses. Pas chère: $40.00. Téléphonez après 4 heures. 489-7909.

D) SKITS

1) Student-composed skits can be quite effective when they are based on dialogues with which the students are familiar. A possible order of working from dialogue to skit is as follows:

(a) Dealing with a set dialogue.

Use the instructions in the teacher's manual, i.e., oral → book → book closed.

Texts are closed. The teacher poses the question, "Qu'est-ce que ... dit?" for each line of the dialogue, then writes on the blackboard initials for each word, e.g.:

Text:

L'agent: Tu es de Toronto?
Mlle: Non, je suis de Québec.

Blackboard version:

L'a: T e d T?
Mlle: N, j s d Q.

This abbreviated version will aid in several oral presentations. Gradually erase these lines and have the students present the skit from memory.

(b) Working from the dialogue to a skit.

Change the dialogue yourself, substituting the persons and places mentioned, changing your voice, and wearing a different hat for each of the characters.

Ask the students how the dialogue was changed and why they liked it. Have the class write dialogues of their own.

Rules can be set, e.g.:

(i) Costume and props should be limited to one or two items to avoid spending too much time in costume and set changing.

(ii) Certain key words, question words and verbs must be included.

Have the students perform their skits. The best skits could be performed for another class.

L'Halloween

A) L'Origine des différents aspects de l'Halloween

B) Vocabulaire de l'Halloween

C) Oral Activities for Hallowe'en

D) Written and Sight Activities for Hallowe'en

E) Art Projects

F) Chansons de l'Halloween

A) L'Origine des différents aspects de l'Halloween

1) L'Origine de la Fête

La fête de l'Halloween est célébrée le 31 octobre, la veille de la Toussaint. Cette fête a eu ses origines chez les Celtes. La veille de la nouvelle année, qui commençait pour eux le 1er novembre, ils fêtaient Samhain, le maître de la mort.

2) Les Fantômes et les Sorcières

On croyait que les âmes des morts revenaient ce jour-là sur terre. Cela explique alors les fantômes de l'Halloween de nos jours. Il existait aussi toutes sortes de pratiques de sorcellerie par lesquelles on essayait de prédire l'avenir.

3) La Charité, s'il vous plaît

En Irlande, un groupe de fermiers allaient de maison en maison demandant de la viande pour les célébrations de l'Halloween. Ceux qui refusaient de donner quelque chose étaient menacés. Plus tard, les pauvres faisaient l'aumône de la même façon et, de nos jours, c'est les enfants qui continuent la coutume.

4) La Citrouille Découpée ou la Citrouille-Lanterne

On parle d'une légende d'un Irlandais qui s'appelait Jacques. Il était trop malin pour aller au Ciel, mais on lui a refusé également la permission d'entrer à l'enfer. Alors, il était condamné à passer ses jours à errer sur la terre avec sa lanterne en forme de citrouille découpée et allumée.

B) Vocabulaire de l'Halloween

le fantôme	ghost
le hibou	owl
les bonbons	candies
le chat noir	black cat
le squelette	skeleton
le masque	mask
le costume	costume
le maïs soufflé	popcorn
le balai	broom
le sac à bonbons	treat bag
le monstre	monster
la sorcière	witch
la citrouille	pumpkin
la chauve-souris	bat
la nuit	night
la lune	moon
une arachide	peanut
la pomme caramélisée	candy apple
la bougie	candle
la maison hantée	the haunted house
la sucette	sucker

la charité, s'il vous plaît truc ou traite	trick or treat
demander des bonbons ou des friandises	to shell out
se maquiller	to make up (one's face)
s'amuser	to have fun
se masquer	to put on a mask
faire peur à	to scare
avoir peur de	to be afraid

C) Oral Activities for Hallowe'en

1) Question ou Réponse

- make up a six-sided cardboard die
- on each of the six sides, write either the word "Question" or "Réponse"
- present a picture depicting a Hallowe'en scene to the class
- choose a student to come up and roll the die
- if the word "Question" appears, the student must ask a question about something in the picture
- if the word "Réponse" appears, the student must make a statement about the picture, e.g.:

- possible questions:

"Qui est-ce?"
"Qu'est-ce que c'est?"
"Où est le chat noir?"
"Où est le hibou?"
"De quelle couleur est le chat?"
"Quel âge a-t-il?"

- possible "réponses":

"Le hibou est dans l'arbre."
"La sorcière est sur le balai."
"La maison est brune."
"Le garçon porte un costume."

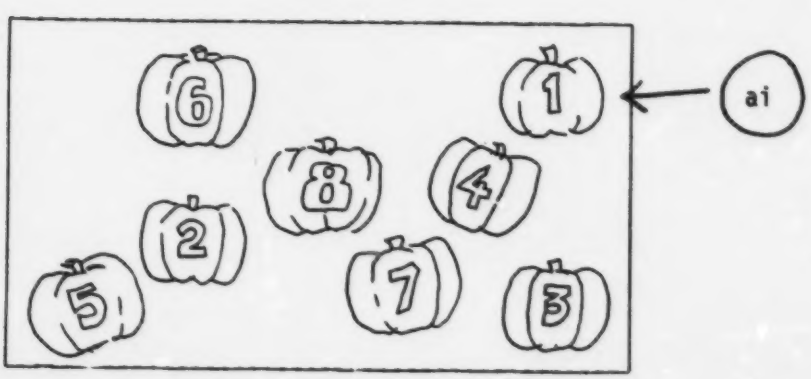
2) Répétez, s'il vous plaît

- use the same picture as for "Question ou Réponse"
- make a statement about the picture and have the class chorally repeat the statement if it is correct
- if it is incorrect, the students remain silent
- a point is earned by the students if they do not repeat the incorrect identification, e.g.:

Teacher: "C'est une sorcière."
Class: "C'est une sorcière."
Teacher: "La sorcière est sous le balai."
Class: "La sorcière est sous le balai." (The teacher scores a point.)
Teacher: "Le fantôme est rouge."
Class: (The class remains silent and wins a point.)

3) Citrouilles et points

- write new vocabulary words at various spots on the board
- cover each word with an orange construction paper pumpkin bearing a point count, e.g.:

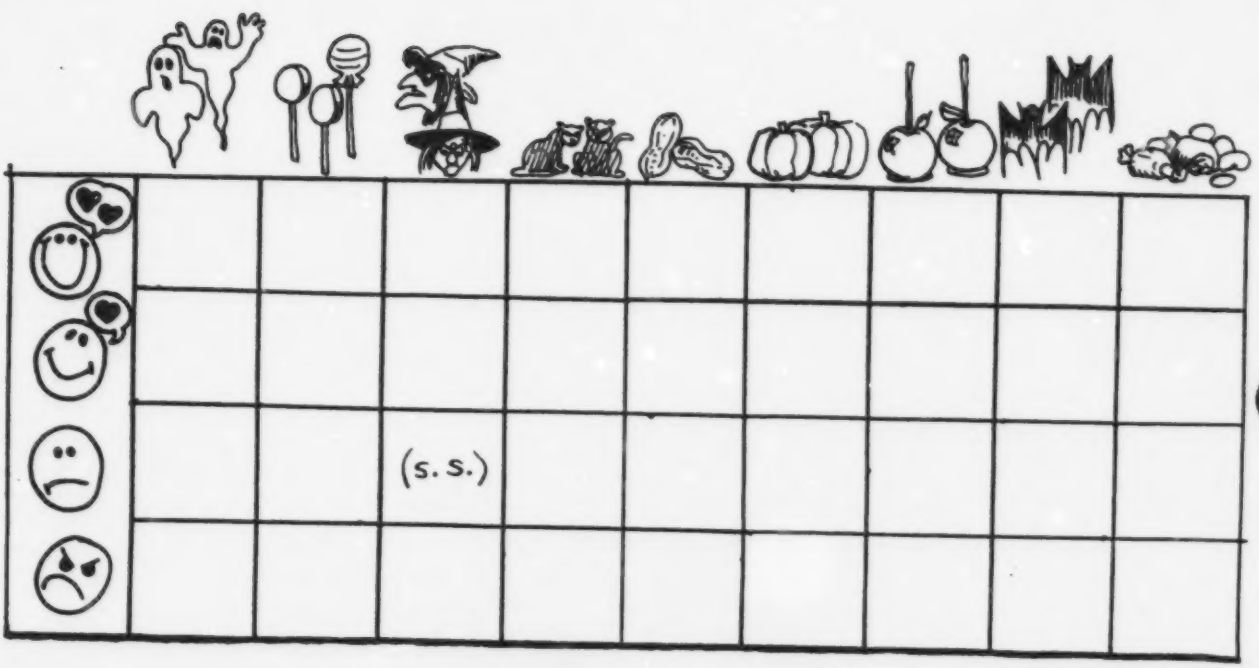


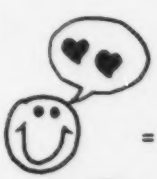
- divide the class into two teams
- a member from team A chooses a pumpkin and point count
- the teacher removes the pumpkin and the student must put the uncovered word in a complete, correct sentence to gain the indicated number of points, e.g.:

ai - "J'ai dix ans."

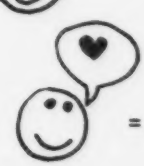
4) Secret Square

- make up a grid as follows:



 = j'adore

= je n'aime pas

 = j'aime

= je déteste

- the teacher chooses a "secret" square and writes the corresponding phrase on a piece of paper, e.g., "Je n'aime pas les sorcières." (see S.S. on diagram)
- students attempt to guess the secret square by joining one item from the vertical column with an item from the horizontal column
- indicate each student's guess with an "X" to avoid repetition
- the student who guesses the secret square might win an "arachide"

5) Changez de Place

- divide the class into six groups
- assign Hallowe'en names to each group, e.g., "les chats noirs", "les sorcières", etc.
- have the class sit in a large circle (in random order) with one student sitting in the centre
- the student sitting in the centre of the circle is in charge and calls out "Les chats noirs, changez de place!"
- all students designated "chats noirs" must change seats, and the student from the centre tries to find a seat
- the student left over takes the seat in the centre and orders another group to change while he/she tries to find a seat
- the student in the centre has the option of having two groups change at once or having all groups change: "Tout le monde, changez de place!"

6) Qui suis-je?

- have the students bring in their Hallowe'en costumes and masks
- review the French costume names
- have one class member go to the corner and hide his eyes
- have another student put on one of the costumes and ask, "Qui suis-je?"
- allow three guesses for each turn
- after three incorrect guesses, have a class member provide one clue and allow one more guess

Model:

S1 (wearing black cat costume): "Qui suis-je?"
S2 (in corner): "Tu es un cowboy?"
S1: "Non, je ne suis pas un cowboy."
S2: "Tu es une princesse?"
S1: "Non, je ne suis pas une princesse."
SS2: "Tu es un squelette?"
S1: "Non, je ne suis pas un squelette."
S3 (providing a clue): "Miaou."
S2: "Tu es un chat noir?"
S1: "Oui, je suis un chat noir."

7) Skits

- prepare a skit involving two Hallowe'en characters who each wear two items of clothing
- have the partners fill in blanks according to their costumes
- the partners bring the clothes to school and memorize the dialogue for presentation, e.g.:

S1: "Bonjour. Je m'appelle _____. Je suis _____."
S2: "Bonjour. Je m'appelle _____. Je suis _____."
S1: "Qu'est-ce que tu portes?"
S2: "Je porte _____ et _____. Et toi?"
S1: "Moi, je porte _____ et _____."

- possible characters might be:

(a) Mimi, un chat noir, qui porte une cravate et des mitaines;
(b) Hilda, une sorcière, qui porte un chapeau et un balai;
(c) Doucette, une pomme caramélisée, qui porte un T-shirt rouge et un pantalon rouge;
(d) Caspar, un fantôme, qui porte un drap

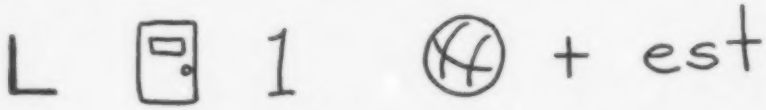
8) Bonhomme Pendu

- have the students guess the letters for a whole sentence, e.g., "La sorcière porte un chapeau."

9) Rebus

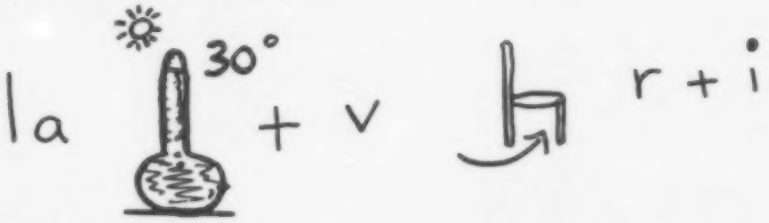
- draw one of the following rebus on the board:

(a)



(Elle porte un balai.)

(b)



(la chauve-souris)

- cover the obvious parts of the puzzle with cards bearing new vocabulary words
- in order to remove a card, the student must put the word printed upon it in a correct sentence, e.g.:

il	Il porte une chemise.

aime	Elle aime le football.

- divide the class into two teams and alternate tries at removing the cards
- teams may attempt to guess the puzzle after a card has been successfully removed
- the first team to guess the puzzle wins

10) Concentration

- make up a concentration board with fourteen numbered pockets
- place questions in seven of the pockets and corresponding answers in the other seven, e.g.:

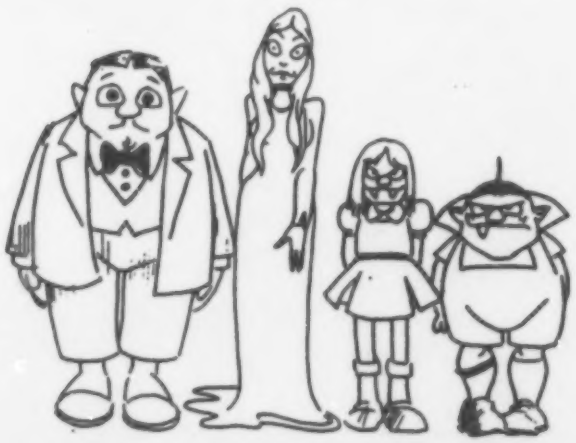
Pocket #1: "Où est la sorcière?"
Pocket #12: "Elle est sur le balai."

Pocket #3: "Qui est-ce?"
Pocket #4: "C'est Caspar, le fantôme."

Pocket #7: "De quelle couleur est la citrouille?"
Pocket #14: "Elle est orange."

- divide the class into two teams
- students must match questions and answers to gain a point for their teams

11) La Famille Monstrex



- introduce the family members, e.g.:

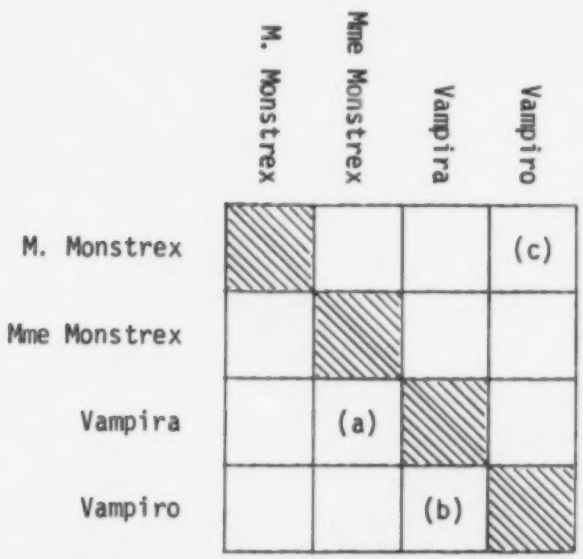
  M. Monstrex, c'est le père.
  Mme Monstrex, c'est la mère.
  Vampira, c'est la fille.
  Vampiro, c'est le fils.

- review other family vocabulary, e.g., frère et soeur
- introduce la femme et le mari, if desired
- point to one family member and have him/her identified in as many ways as possible, e.g. (holding up the picture of M. Monstrex):

  S1: "M. Monstrex est le père de Vampira."
  S2: "M. Monstrex est le père de Vampiro."
  S3: "M. Monstrex est le mari de Mme Monstrex."

12) Secret Square

- draw a secret square grid on the board as follows:



N.B.: Black squares cannot be used.

- choose one square to be the secret square and write the corresponding sentence on a piece of paper
- the student must guess the location of the secret square by combining a vertical name with a horizontal name and giving the family relationship, e.g.:

  (a) "Vampira est la fille de Mme Monstrex."
  (b) "Vampiro est le frère de Vampira."
  (c) "M. Monstrex est le père de Vampiro."

- give the winner a Hallowe'en bonbon and allow him/her to choose the next secret square

13) Faites une phrase

- on slips of paper, write a noun in black ink and an adjective in orange
- fold the papers in half and drop them into a witch's hat or Hallowe'en bag
- divide the class into two teams
- extend the hat to a member of team A
- he or she chooses a slip of paper and must join the two words to make a perfect sentence, e.g.:

sorcière / fâchée	La sorcière est fâchée.

14) Charades

- use the same materials and format as for activity (13)
- instead of making a sentence, student 1 from team A acts out the two words (sorcière et fâchée) while fellow team members guess the two words and give their response in a complete sentence
- a correct response earns the team a point

15) Scoring Suggestion

- if a number of team Hallowe'en activities are being undertaken over a period of time, it might be appropriate to give the teams Hallowe'en names, e.g., les Sorcières contre les Squelettes

D) Written and Sight Activities for Hallowe'en

1) Cut-up Sentences

- the students must match the two parts of a sentence, e.g.:

1 la sorcière est	2 fâchée
1 le garçon mange	2 une pomme caramélisée
1 la jeune fille porte	2 un masque
1 le squelette danse avec	2 le fantôme
1 la bougie est	2 dans la citrouille

2) Scrambled Sentences

- have the students put words in the correct order to form a sentence, e.g.:

le dans bonbons sucette à est sac la

(La sucette est dans le sac à bonbons.)

3) Scrambled Stories

- have the students arrange sentences in order of sequence

4) Lists

- have the students prepare and post lists of some of the following items:

(a) black Hallowe'en items;
(b) orange Hallowe'en items;
(c) Hallowe'en costumes;
(d) "friandises";
(e) scary things

5) Des Rimes

- have the students write the letter of the word in column 2 beside the rhyming word in column 1, e.g.:

COLUMN 1		COLUMN 2
(1) _____	rat	(a) bonbon
(2) _____	père	(b) nuit
(3) _____	grenouille	(c) squelette
(4) _____	Colette	(d) lune
(5) _____	Minou	(e) hibou
(6) _____	fâché	(f) citrouille
(7) _____	suis	(g) sorcière
(8) _____	une	(h) chat
(9) _____	crayon	(i) hanté

6) Remplissez les Tirets

- make a ditto of the Hallowe'en picture used in Oral Activity (1) or post the picture where it can be seen by the whole class
- make up a sheet with a series of sentences with words missing
- the teacher may want to list all possible answers at the side of the page
- have the students fill in the blanks with the appropriate words, e.g.:

Le chat noir est _____ la sorcière.

Le garçon _____ un sac à bonbons.

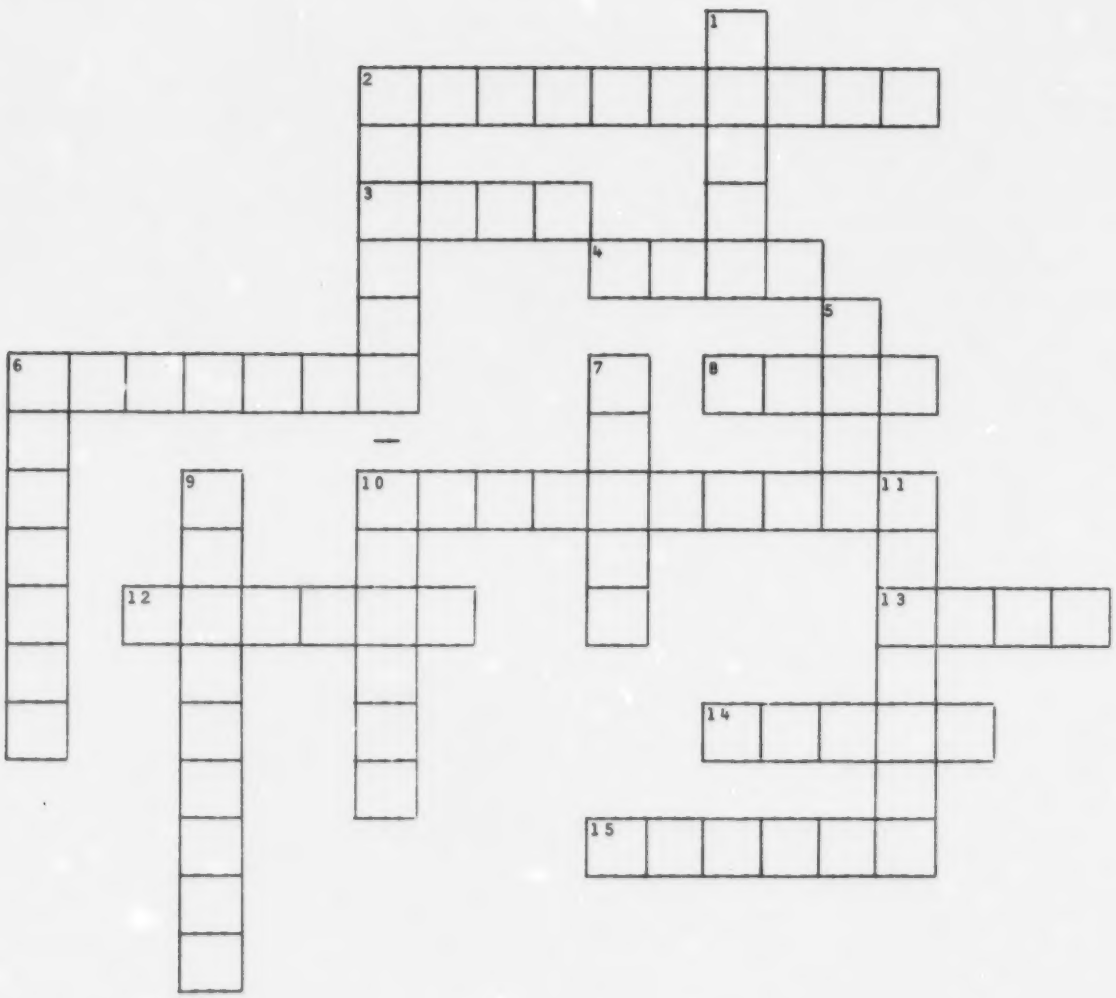
_____ est dans l'arbre.

7) Les Sons de l'Halloween

- prepare with the students, for display purposes, a list of the sounds of Hallowe'en, e.g.:

Le chat noir dit "MIAOU".
La sorcière rit.
Les enfants crient "la charité, s'il vous plaît".
Le fantôme dit "BOO".
Le hibou dit "OUH, OUH".

8) Mots Croisés



Horizontalement

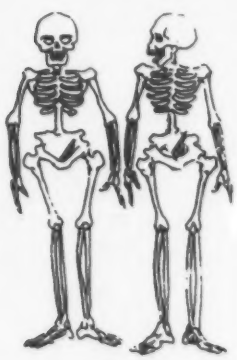
2)

3) Elle _____ les bonbons.

4) _____ ou traite.

6) Il porte un _____ de Superman.

8) Tu as _____ de fantômes?

10) 

12)

13) Un petit animal qui dit "Miaou".

14) Le garçon _____ un masque.

15)

Verticalement

1) Il dit "ouh, ouh".

2)

5)

6) La _____, s'il vous plaît.

7) La sorcière porte un _____.

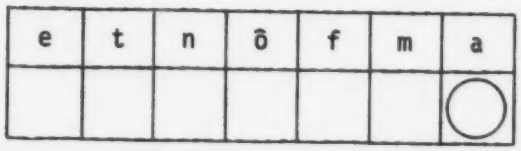
9) J'aime le beurre d'_____.

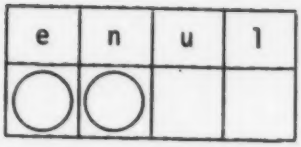
11) Un bonbon sur un bâtonnet.

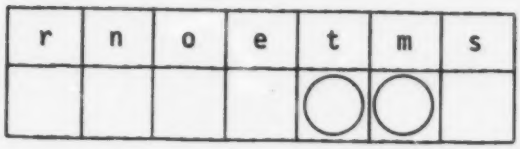
List down side of page beside crossword:

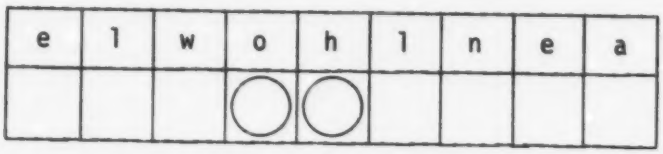
squelettes	charité
chauve-souris	truc
arachides	aime
porte	costume
lune	balai
peur	sucette
citrouille	bougie
hibou	masque

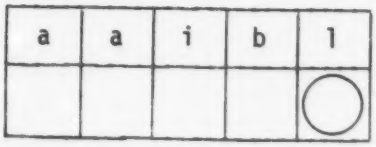
9) Scrambled Words

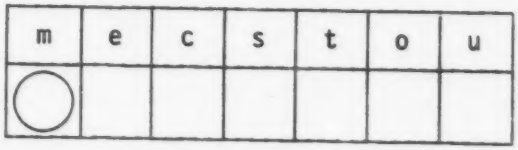


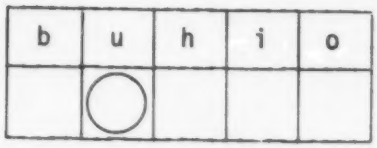






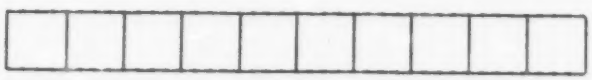






Mot caché: →

(to be unscrambled)



(citrouille)

10) Expressions with AVOIR

- have the students match the following situations and "avoir" expressions

(1) You visit a haunted house.	(A) J'ai froid.
(2) You get your treat bag home.	(B) J'ai soif.
(3) You go out on Hallowe'en night dressed in a heavy gorilla costume.	(C) J'ai chaud.
(4) You eat ten bags of salted peanuts from your treat bag.	(D) J'ai peur.
(5) You go out on Hallowe'en night dressed as a sunbather.	(E) J'ai faim.

11) Mots Cachés

O X F C I T R O U I L L E
B A L A I U F L E H J R E
C H I B O U Z M Q M T T E
H A N T É E U G Y S T G V
A G S E N T F E N E N R E
T A N S S U D O C A S M K
H U I O O I M U R N M V C
L X C M H R S O O O E F E
X N Q C E R C B P U K I A
L I A T I R N I Q L G A E
P R R O A O G S È U U O S
A O N F B M A M O R F N T
P N U I T M I B S E E B E

THERE ARE 23 WORDS HERE - CAN YOU FIND THEM?

HERE ARE THE WORDS TO LOOK FOR:

AIMER
ARACHIDE
BONBONS
CHAT
COSTUME
HANTÉE
LUNE
MASQUE
NOIR
ORANGE
PORTER
SUCETTE

AMI
BALAI
BOUGIE
CITROUILLE
EST
HIBOU
LUNE
MONSTRE
NUIT
POMME
SORCIÈRE

Teacher Answer Grid:

.	.	.	C	I	T	R	O	U	I	L	L	E
B	A	L	A	I	.	.	.	E	.	.	R	E
C	H	I	B	O	U	.	M	.	.	T	T	E
H	A	N	T	É	E	U	.	.	S	T	G	.
A	.	.	E	.	T	.	E	N	E	N	.	E
T	A	N	S	S	.	D	O	C	A	S	M	.
.	U	I	O	O	I	M	U	R	N	M	.	.
L	.	C	M	M	R	S	O	O	O	E	.	E
.	.	.	C	E	R	C	B	P	U	.	I	.
.	.	A	T	I	R	N	I	O	L	G	.	E
.	R	R	O	A	O	.	S	È	U	U	.	S
A	O	N	.	B	M	A	.	O	R	.	N	T
P	N	U	I	T	M	I	B	.	.	E	.	E

E) Art Projects

1) Pattern Booklet

- have the students construct a ten-page booklet, illustrating numbers, Hallowe'en vocabulary and colours, e.g.:

page 1 -- un fantôme blanc

page 2 -- deux citrouilles oranges

page 3 -- trois chats noirs

page 4 -- quatres sorcières vertes

page 5 -- cinq pommes rouges

page 6 -- six hiboux gris

page 7 -- sept masques violets

page 8 -- huit sucettes jaunes

page 9 -- neuf lunes bleues

page 10 -- dix bonbons bruns

2) Dress the Monster

- have the students construct a large monster out of construction paper
- have them cut out appropriate articles of clothing in different colours and label them
- one student will come to the front of the class and attach an article of clothing to the monster and question another student in the following manner:

S1 (attaching a red T-shirt): "Qu'est-ce qu'il porte?"
S2: "Il porte un T-shirt rouge."

3) Directed Drawings

- the teacher guides the students in drawing a Hallowe'en scene, e.g.:

"Sur l'image il y a une sorcière. Elle porte un chandail rouge et une jupe verte. Elle porte aussi un masque jaune. Derrière la sorcière, il y a une grande citrouille orange. Un chat noir est sur la citrouille. Il est fâché...."

4) Hallowe'en Pictures

- write Hallowe'en sentences on individual slips of paper, one for each student in the class, e.g.:

"La sorcière est fâchée."
"La citrouille orange est sur la table."
"Mon ami porte un costume noir."

- fold the slips of paper and place them in a jack-o'-lantern or witch's hat
- each child chooses a slip of paper and draws the appropriate picture

5) Class Display

- have the students draw and label items for a Hallowe'en display or booklet
- possible topics might be:

(a) friandises de l'Hallowe'en, e.g.:

(b) moi dans mon costume, e.g.:

"Je suis un fantôme."
"Je suis un chat noir."
"Je suis une sorcière."

(c) monstres, e.g.:

"Il est drôle."
"Il est fâché."
"Il est vert."
"Il porte un chapeau."

6) Mask Making

- have the students construct Hallowe'en masks and conduct simple dialogues together

F) Chansons de l'Halloween

1) La Sorcière Sort des Bois (Farmer in the Dell)

(a) La sorcière sort des bois,
La sorcière sort des bois,
Hourra pour l'Halloween,
La sorcière sort des bois.

(b) La sorcière appelle son chat

(c) Le chat appelle la goule

(d) La goule crie "EEEEE"

2) Ah oui, c'est l'Halloween (London Bridge is Falling Down)

(a) La citrouille rit, rit, rit,
Rit, rit, rit; rit, rit, rit.
La citrouille rit, rit, rit,
Ah oui, c'est l'Halloween.

(b) Le chat noir dit mi-a-ou

(c) Le fantôme dit boo-oo-oo

(d) La sorcière tourne en rond

(e) Le squelette fait clic, clac, cloc

3) Le Premier Jour de l'Halloween (On the First Day of Christmas)

(a) Le premier jour de l'Halloween,
Mon amour m'a donné
Un hibou dans un arbre mort.

(b) deuxième - deux maisons hantées
(c) troisième - trois chats noirs
(d) quatrième - quatre squelettes dansants
(e) cinquième - cinq spectres terribles
(f) sixième - six gobelins tristes
(g) septième - sept citrouilles oranges
(h) huitième - huit monstres drôles
(i) neuvième - neuf fantômes fâchés

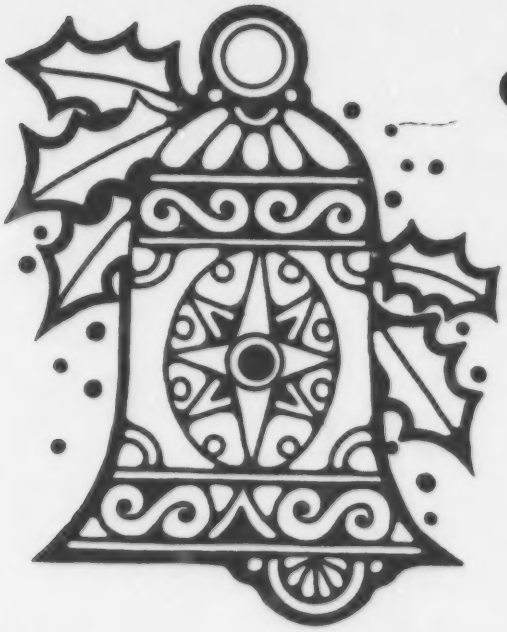
(j) dixième - dix goules horribles
(k) onzième - onze masques sombres
(l) douzième - douze chauves-souris

4) Vieille Sorcière (Frère Jacques)

Vieille sorcière, vieille sorcière,
Que fais-tu? Que fais-tu?
Je mange une citrouille.
Je mange une citrouille.
Cric, crac, croque,
Cric, crac, croque.

(Chantez en rond.)

NOËL



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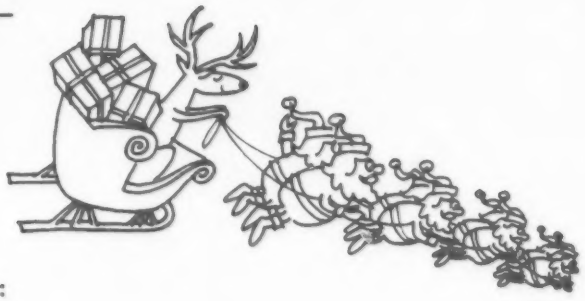
A) Christmas in French Canada

The social and religious customs brought to Canada by the original French settlers have persisted throughout most of Quebec. The traditional "messe de minuit" is one of the very important features of the Christmas celebration. Churches decorate their altars with crèches depicting the legendary manger of Bethlehem.

After the mass, the réveillon de Noël, including a large family dinner, is celebrated. In Quebec, the menu will often include tourtières, meatballs, fowl, suet puddings, doughnuts and pies. In France, the meal varies with the region, from the traditional goose in Alsace to the white sausages and bûche de Noël of Paris.

Giftgiving is usually reserved for New Year's Day, when families and friends visit one another and share an abundance of good food, drink and conviviality.

B) Vocabulaire de Noël



General Vocabulary:

le Noël	Christmas
la veille de Noël	Christmas Eve
le jour de l'an	New Year's Day
le père Noël	Santa Claus
le pôle Nord	north pole
le sac	sack
le renne	reindeer
le traîneau	sleigh
le lutin	elf
la cheminée	fireplace
l'arbre de Noël	Christmas tree
le sapin	evergreen
le cadeau	gift
le glaçon	icicle
le jouet	toy
le bonbon	candy
la canne de Noël	candy cane
la noix	nut
le dindon	turkey
la dinde	turkey
le gui	mistletoe
le houx	holly
la poinsettie	poinsettia
la couronne de Noël	Christmas wreath
la carte de Noël	Christmas card

Christmas Story Vocabulary:

le berger	shepherd
la bergère	shepherdess
une étable	stable
le boeuf	ox
un âne	donkey
la paille	straw
la sainte famille	Holy Family
la crèche	crib (Nativity Scene)
la vierge	Virgin Mary
l'Enfant	(Christ) child
la Nativité	the Nativity
le berceau	cradle
Jésus	Jesus
les rois	the wisemen
une étoile	star
un ange	angel
la messe	the mass

C) Oral Activities for Christmas

1) Pass the Parcel

- put an object in a box and wrap it with many layers of Christmas paper
- each wrapper should have a clue attached to it concerning the identity of the object
- have the students sit in a circle
- play some music with a Christmas theme
- have the parcel passed around and, when the music is stopped, the student holding the parcel must unwrap a layer of paper and guess what he is holding, having read the attached clue
- the student who guesses correctly what is in the box might receive a "bonbon"

2) Add an Item

- begin the game by saying, "Pour Noël, je veux ...."
- the first student must repeat the sentence with the teacher's item and add his own
- the game continues in this fashion with all previous items being repeated

3) Memory Game

- the teacher decorates a Christmas tree with unusual items (or tapes pictures of items to a cardboard tree)
- the students are told to pay careful attention as the teacher walks up and down the aisles with the tree
- the teacher removes the tree and the students must write down as many items as they can remember

4) Christmas Riddles

- create riddles revolving around Christmas symbols and pose them to the class, e.g.:

"Je suis gros."
"J'ai une barbe blanche."
"Je ris beaucoup."
"Qui suis-je?"

5) Vive le Vent

- have the students sit on chairs in a circle with the leader in the centre
- each student is called after a word in the song (or another Christmas carol), e.g., from lines 1, 2 and 3:

Vive le vent (student 1)
Vive le vent (student 1)
Vive le vent d'hiver (student 2)

- the leader begins to recite the song, and, if the player hears his word, he must jump up, whirl around and sit down again
- there should be one word that all players respond to, preferably the last word in the song, e.g., grand'mère

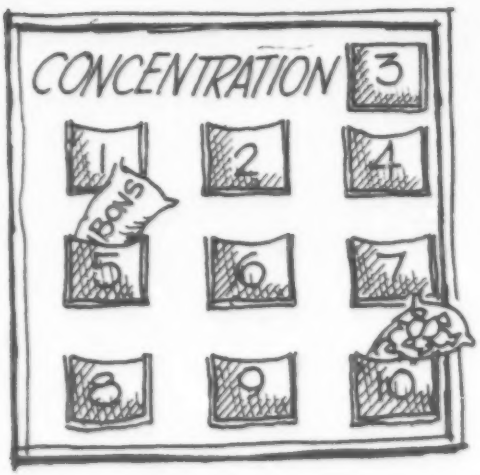
6) Loto à 4 Doigts

- have the students draw a grid and fill in each of the four spaces with a letter, e.g.:

a	n
p	e

- the students take turns suggesting the names of Christmas items and each time the word begins with the same letter as is found on a student's grid, that student covers the letter with one finger
- the first student with four fingers on his grid calls "loto"

7) Concentration

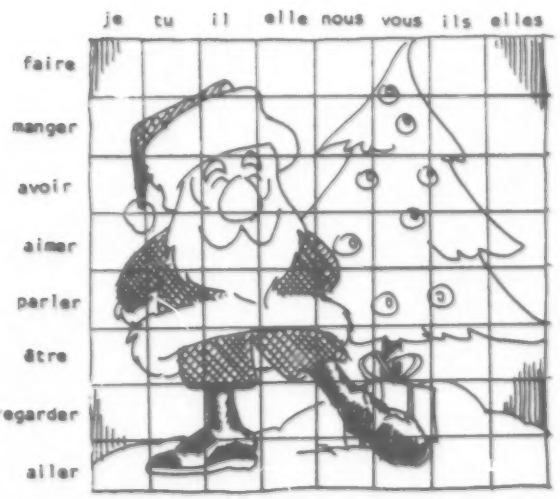


- make up a concentration board and have the students match Christmas vocabulary words with their pictures
- have one match be a "bonbon" (picture and word) and the student who finds the match receives the real "bonbon"

8) Identification

- make up a bristol board grid and glue or draw pictures of Christmas items in each square; there should be at least 20 squares
- divide the class into two teams and appoint a member of each team to toss a cardboard die
- the team moves along the grid according to the number rolled
- the players of each team take turns identifying the objects in the squares in which they land
- an incorrect answer requires that team to return to the beginning

9) Trouvez le Cadeau



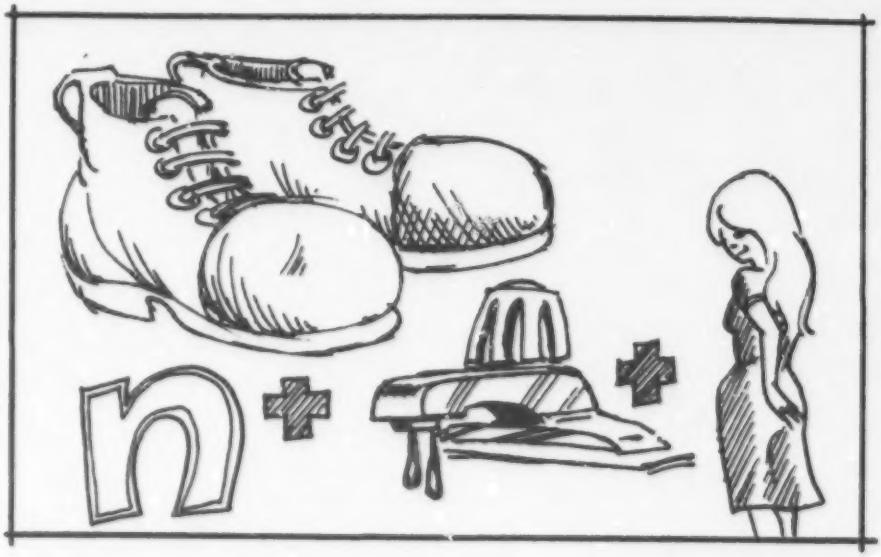
- set up a grid similar to that of "Trouvez le Trésor" on page 37 of the Resource Binder, but substitute a Christmas scene and decide on a hiding spot for a cadeau

10) Peek-a-boo

- draw a rebus on the board, e.g.:

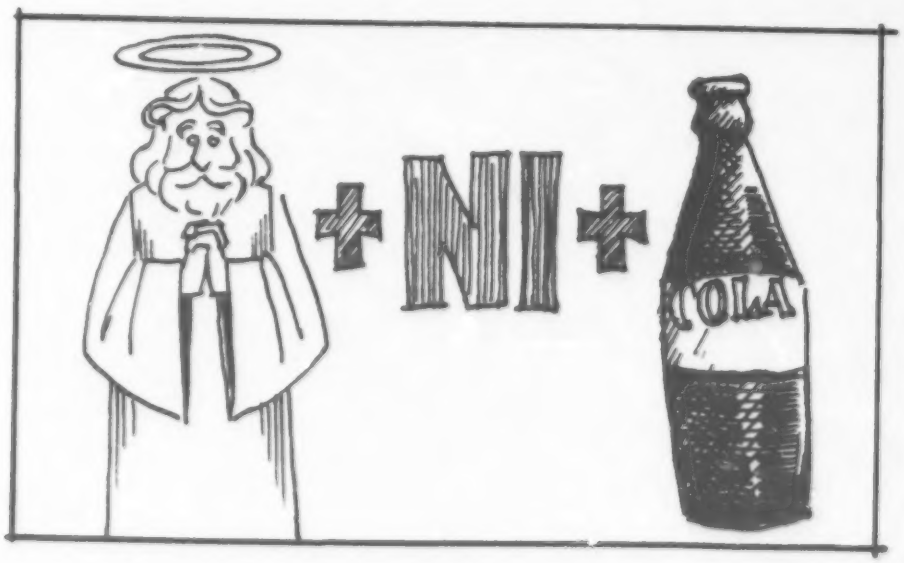
(a)

(Père Noël)



(b)

(Saint Nicholas)



- cover it with index cards on which Christmas vocabulary (English) has been written
- students must give the French equivalent to uncover part of the puzzle and earn a guess at its meaning

11) Scoring

(a) - draw a Christmas tree on the board
- cut Christmas tree balls or stars out of construction paper and mark 1 or 2 on them to represent teams 1 and 2
- attach to the lowest branches of the tree and, for each correct answer, move the ball or star up one branch
- the first team to reach the top wins

(b) - assign Christmas names to teams, e.g., les Lutins, les Rennes
- use Christmas stickers to mark on charts when these teams score points

(c) - correct answers to game questions earn teams a letter in the word "NOËL"
- the first team to complete the word wins

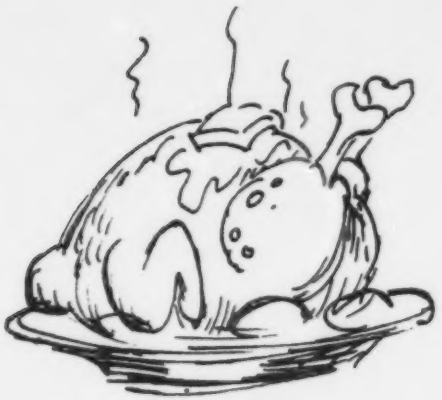
D) Writing and Sight Activities for Christmas

1) Cut-up Sentences

- the students must match the two parts of a sentence, e.g.:

Le Père Noël	est gros.
La poupée	est sous l'arbre.

2) Scrambled Words



- after teaching Christmas food vocabulary, scramble the words, e.g., "niddno", and attach them to a large drawing of a turkey, bûche de Noël, etc.
- this can be used as a bell work exercise

3) Creative Writing

- have students suggest completions for the following phrase:

"Noël, c'est ... donner des cadeaux."
être sage."
des vacances."

4) Shape Poetry

- have the students select a simple Christmas shape
- they list words related to that object
- they draw an outline of the shape and fill it in with the related words, e.g.:

5) Categories

- have the students read a Christmas passage or story and make separate lists of all the colours, action words (verbs), prepositions, etc.

6) Matching

- the students must match pictures with identifying sentences, e.g.:

C'est une couronne de Noël.

C'est un sapin.

C'est une étoile.

7) Scrambled Sentences

- the students put words in order to form a correct sentence, e.g.:

l'arbre / sont / les / sous / cadeaux

8) Scrambled Story

- have the students arrange sentences in order of sequence
- one picture that relates to the whole story could be displayed

9) Crossword

- make up a crossword puzzle using only context clues, e.g.:

  (1) Les jouets sont dans le _____.

  (2) A Noël, on chante des _____.

  (3) La _____ de Noël est le 24 décembre.

  (4) Le Père Noël descend la _____.

- be sure to have the answers at the side of the page for reference

10) Charts and Lists

- have the students make and post lists in French of some of the following items:

  (a) shopping list for making Christmas cookies;
  (b) possible presents in Santa's sack;
  (c) Christmas greetings in French;
  (d) red Christmas items;
  (e) green Christmas items;
  (f) Christmas things to see, smell, taste or hear; e.g.:

(b)

Qu'est-ce qu'il y a
dans le sac du Père Noël?

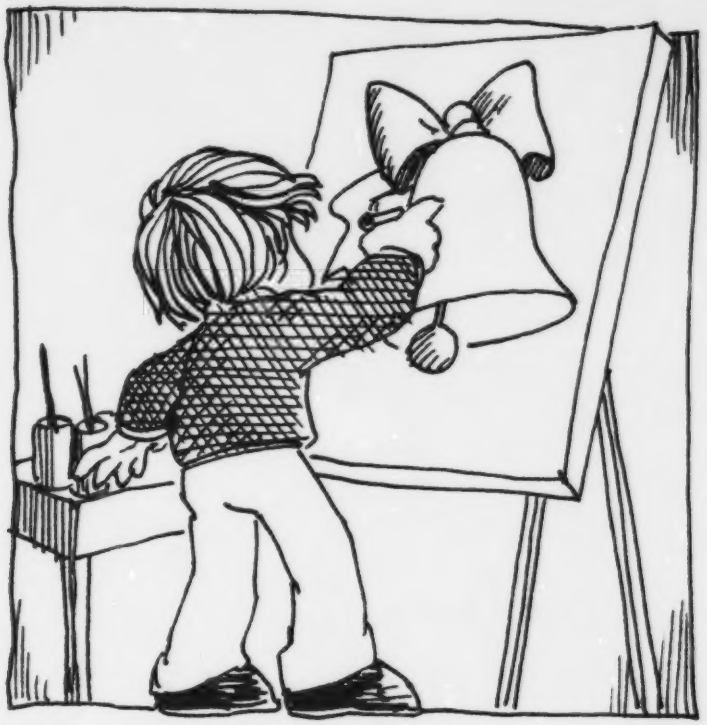
une poupée
un disque
un camion
une canne de Noël
un livre
un avion
des bonbons
un jeu
un chat
des patins
une moto

(f)

Ecoutons Noël

les cloches
les cantiques
les rennes
le bébé Jésus
le boeuf
l'âne
Le Père Noël
la bûche de Noël

E) Art Projects



1) Cartes de Noël

- possible greetings:

"Joyeux Noël"
"Bonne Année"
"Bons Souhaits pour Noël et pour le Nouvel An"
"Meilleurs Voeux"

2) Window Decoration

- print a French Christmas greeting with black marker on shelf paper
- run over the paper with cloth dipped in Crisco oil
- colour with chalk pastels
- variation: use as an exercise in drawing words, e.g.:

3) Directed Drawings

- the teacher guides the students in drawing a Christmas scene, e.g.:

  "Sur l'image, il y a un arbre de Noël. Sous l'arbre, il y a six cadeaux--deux cadeaux bleus, un cadeau rouge et trois cadeaux jaunes, etc."

4) Arbre de Noël

- make a paper Christmas tree and have the students draw or bring in pictures of Christmas presents they would like to receive
- have the pictures labelled and glue them on or under the tree

5) La Crèche

- have the students construct a cardboard stable
- have Nativity figures drawn on squares of construction paper and double folded for stability
- label the figures, e.g., le mouton, le bébé, la mère Marie

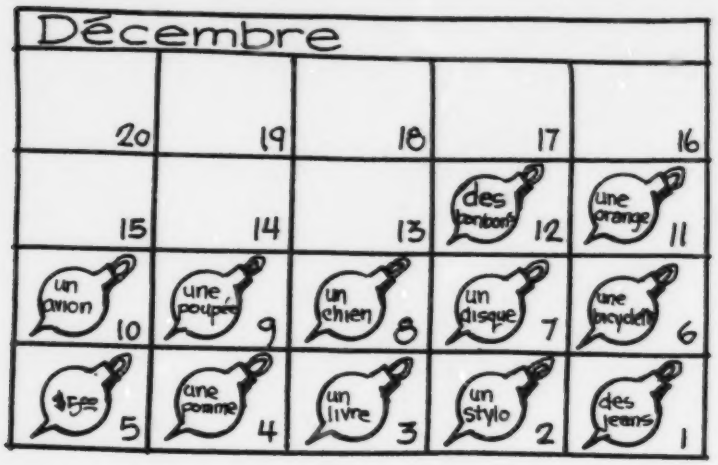
6) Mobiles

- construct mobile figures and label simply
- may be based on a Nativity or Santa Claus theme

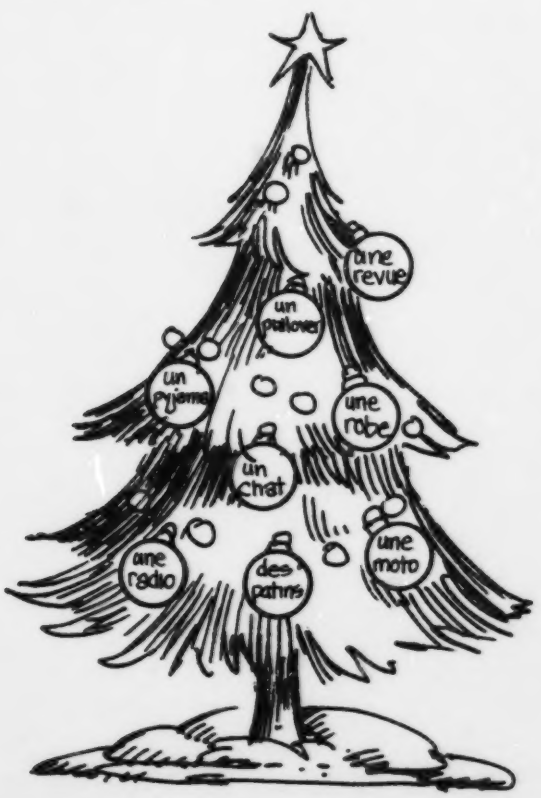
7) Calendrier de l'Avent

- count the number of days until Christmas and mark off a sheet of bristol board with that many squares
- number these squares

- attach a Christmas tree ball bearing the name of a Christmas present in French in each square



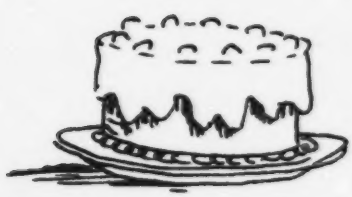
- make a large paper Christmas tree
- each day remove the appropriate Christmas tree ball and attach it to the tree
- in this way the class can keep track of how many school days remain until Christmas
- each day review and practise the words already on the tree
- variation: have pictures of all of the presents already on the tree and the students must attach the ball over the appropriate picture

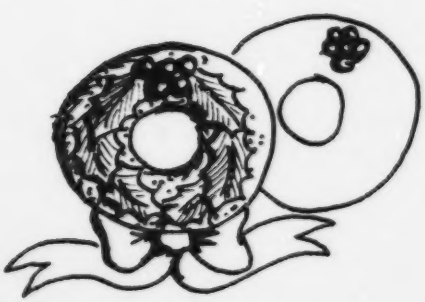


8) Carnets Cadeaux

- have the students make gift certificates for relatives or friends
- the gift will be a service they can offer someone, e.g., laver la vaisselle (deux fois), garder les petits, petit déjeuner au lit

F) Recettes de Noël





1) Lait de Poule (Eggnog)

Ingrédients:

8 oeufs
4 cuillères à table de sucre
1 cuillère à thé de sel
2 cuillères à thé de vanille
2 litres de lait
de la muscade

Battre ensemble les oeufs, le sucre et le sel avec un batteur à oeufs jusqu'à ce que ça soit épais.

Ajouter la vanille et le lait et bien battre.

Verser dans un grand bol et soupoudrer de muscade.

2) Tourtières

Ingrédients:

2 lbs de porc haché, maigre
sel, poivre
1/4 cuillère à thé de sauge
1/4 cuillère à thé de thym
épices mélangées
1 gros oignon

Mélanger les ingrédients et faire cuire lentement sur un feu modéré, jusqu'à ce que la viande soit bien tendre. Mettre dans une croûte de tarte. Recouvrir de pâte. Faire cuire à 450°F pendant 15 minutes. Abaisser la température à 350°F et faire cuire 10 minutes.

3) Tarte au Sucre

Ingrédients:

2 tasses de sucre d'érable ou de cassonade
1 tasse de crème à fouetter
1/2 tasse de noix hachées

Faire bouillir sur un feu doux le sucre et la crème. Remuer lentement. Faire cuire environ 10 minutes. Ajouter les noix hachées. Verser dans une croûte à tarte cuite de 9 pouces. Laisser refroidir.

4) Arbre de Noël (gâteau)

Préparer un gâteau de n'importe quelle recette et le faire cuire dans un moule de 23 cm par 33 cm (9" x 14").

Tailler le gâteau avec un couteau en suivant le croquis.

Faire la base avec les pointes enlevées de l'arbre. Fixer les morceaux avec un peu de glaçage. Couvrir avec une glace de choix. Décorer le sapin avec des bonbons et des grains de chocolat sur la base.

5) Couronnes de Noël (biscuits)

Ingrédients:

3 tasses de noix de coco râpé
2/3 tasse de lait condensé sucré
1 cuillère à thé de vanille

Mélanger les ingrédients ensemble. Disposer les macarons par petites cuillerées à un pouce les uns des autres sur une plaque graissée. Faire un petit trou au centre avec le bout d'une cuillère ou décorer d'une cerise. Faire cuire au four à 350°F 10 minutes ou moins. Enlever de la plaque immédiatement avec une spatule. Quand ils sont refroidis, attacher un ruban à la couronne.

6) Bûche de Noël

(En France le gâteau traditionnel de Noël, mais voici une recette facile qu'il n'est pas nécessaire de faire cuire.)

Ingrédients:

un paquet de biscuits doux (20 à 30)
une demi-chopine de crème à fouetter
une cuillère à thé de cacao en poudre
une cuillère à thé de sucre en poudre

Battre la crème, le cacao et le sucre jusqu'à ce que ça soit ferme. Répandre la crème sur les biscuits et en faire un rouleau. Employer une moitié de la crème. Envelopper le rouleau de papier d'aluminium et le mettre dans le frigo. Le lendemain, enlever le papier et couvrir le rouleau de la crème qui reste. Traîner une fourchette à travers le rouleau pour faire l'écorce de la bûche. Le décorer de houx et de sucre en poudre (qui ressemble à de la neige). Couper les tranches en biais. Attention! Le gâteau est très riche.

7) Tire Eponge

Ingrédients:

1 tasse de sucre
1 tasse de sirop de maïs
4 cuillères à thé de soda à pâte

Faire bouillir le sucre et le sirop dans une grande casserole sur un feu moyen. Remuer jusqu'à ce que le sucre soit fondu. Continuer à faire cuire sans remuer jusqu'à 300°F. Retirer du feu. Jeter vite le soda dans le mélange d'un seul coup et bien mélanger. Verser dans un moule bien beurré. Faire refroidir et casser en morceaux.

8) Tire de la Sainte-Catherine (le 25 novembre)

Ingrédients:

1/2 tasse de mélasse
1-1/2 tasses de sucre blanc
1/2 tasse d'eau
1-1/2 cuillères à table de vinaigre
1/4 cuillère à table de crème de tartre
3 cuillères à table de beurre
1/8 cuillère à thé de soda à pâte

Faire bouillir les ingrédients dans une casserole épaisse en remuant pendant 10 à 15 minutes. De temps en temps, laisser tomber une goutte de tire dans un petit bol d'eau. Quand la tire forme une boule molle, elle est prête. La verser dans un grand plat beurré. Laisser la tire refroidir jusqu'à ce qu'on puisse la toucher sans brûler les doigts. Frotter les mains avec du beurre et diviser la tire en deux. Etirez une partie jusqu'à ce qu'elle soit trop dure pour la tirer plus. Faire de longs rubans et les couper en morceaux avec des ciseaux. Laisser la tire refroidir sur une assiette beurrée dans le frigo. Envelopper les morceaux dans de petits carrés de papier de Noël.

9) Un Cadeau pour les Oiseaux

Ingrédients:

une petite jarre de beurre d'arachides
un morceau de suif fondu
des graines pour les oiseaux

Mélanger les ingrédients et remplir les sections d'une boîte à oeufs coupée en moules séparées. Les fixer avec des clous sur le tronc d'un arbre ou sur le bord de la galerie.

G) Cantiques de Noël

1) La Neige
2) L'Enfant au Tambour
3) Frosty le Bonhomme de Neige
4) Les douze Jours de Noël
5) Bon Noël (Deck the Halls)
6) Minuit, Chrétiens (O Holy Night)
7) Vive le Vent (Jingle Bells)
8) Noël Blanc (White Christmas)
9) Adeste Fideles (O Come all ye Faithful)
10) Mon Beau Sapin (O Christmas tree)
11) Sainte Nuit
12) Il est né, le divin Enfant
13) D'où viens-tu, Bergère?
14) Chante Noël
15) Joyeux Noël
16) En Traîneau

1) La Neige (to the tune of "Au Clair de la Lune")

Regardez la neige,
La belle neige blanche.
Nous aimons la neige,
Samedi et dimanche.
On fait un bonhomme,
Quelquefois un fort.
La neige est pour jouer
Et pour faire du sport.

2) L'Enfant au Tambour

Sur la route, pa-ram-pam-pam-pam,
Petit tambour s'en va, pa-ram-pam-pam-pam,
Il sent son coeur qui bat, pa-ram-pam-pam-pam,
Au rythme de ses pas, pa-ram-pam-pam-pam, ram-pam-pam-pam,
ram-pam-pam-pam,
Oh, petit enfant, pa-ram-pam-pam-pam, où vas-tu?

Hier, mon père, pa-ram-pam-pam-pam,
A suivi le tambour, pa-ram-pam-pam-pam,
Le tambour des soldats, pa-ram-pam-pam-pam,

Alors, je vais au ciel, pa-ram-pam-pam-pam, ram-pam-pam-pam,
ram-pam-pam-pam,
Là, je vais donner pour son retour, mon tambour.

Tous les anges, pa-ram-pam-pam-pam,
Ont pris leurs beaux tambours, pa-ram-pam-pam-pam,
Et ont dit à l'enfant, pa-ram-pam-pam-pam,
Ton père est de retour, pa-ram-pam-pam-pam, ram-pam-pam-pam,
ram-pam-pam-pam,
Et l'enfant s'éveille, pa-ram-pam-pam-pam, sur son tambour.

3) <u>Frosty le Bonhomme de Neige</u>

Frosty le bonhomme,
Le gentil bonhomme de neige,
Il est toujours gai
Et il aime danser
Avec les petits enfants.
Oh! Frosty le bonhomme,
Le gentil bonhomme de neige,
Il est toujours gai
Et il aime jouer
Avec les petits enfants.

4) Les douze Jours de Noël

Au premier jour de Noël
Je vais donner à ma belle
Une très jolie boîte de caramels.

deux crayons verts

trois règles jaunes

quatre cahiers rouges

cinq jolies robes

six saucissons

sept bicyclettes

huit maisonettes

neuf chapeaux bleus

dix chocolats

onze éléphants

douze petits chiens

5) Bon Noël (Deck the Halls)

Bon Noël à tout le monde,
Fra la la la la, la la la la,
Dansons, chantons tous en ronde,
Fra la la la la, la la la la,
Maintenant nous sommes tous gais,
Fra la la la la, la la la la,
Et nous disons bonne année,
Fra la la la la, la la la la.

En décembre il fait froid,
Fra la la la la, la la la la,
Et la neige tombe jour et soir,
Fra la la la la, la la la la,
En famille on est très gaie,
Fra la la la la, la la la la,
Et nous disons bonne année,
Fra la la la la, la la la la.

6) Minuit, Chrétiens

Minuit, chrétiens!
C'est l'heure solennelle
Où l'homme Dieu descendit jusqu'à nous
Pour effacer la tache originelle
Et de son Père arrêter le courroux.
Le Monde entier tressaille d'espérance
A cette nuit qui lui donne un sauveur.
Peuple à genoux
Attends ta délivrance,
Noël, Noël,
Voici le Rédempteur,
Noël, Noël,
Voici le Rédempteur.

7) Vive le Vent

Refrain: Vive le vent (bis),
Vive le vent d'hiver
Qui s'en va tourbillonnant
Dans les grands sapins verts.
Vive le vent (bis),
Vive le vent d'hiver,
Joyeux Noël mes chers parents
Et Bonne Année grand'mère.

Ah! que la neige est belle
Qui nous arrive du ciel.
Voici le temps de Noël,
Voilà l'Emmanuel.
Je vous offre mes voeux,
Acceptez-les tous deux,
Soyez toujours heureux
Comme l'étaient nos aïeux.

Vive le ....

8) Noël Blanc (White Christmas)

Oh! quand j'entends chanter Noël,
J'aime à revoir mes joies d'enfant,
Le sapin scintillant, la neige d'argent,
Noël, mon beau rêve blanc.

Oh! quand j'entends sonner au ciel
L'heure où le bon vieillard descend,
Je revois tes yeux clairs Maman
Et je songe à d'autres Noëls blancs.

9) Adeste Fideles

O peuples fidèles,
L'ange nous appelle,
Venez, venez à Bethlehem.
Venez voir tout joyeux
Le Roi des dieux.

Venite adoremus.
Venite adoremus.

Venite adoremus, dominum.

Bergers quelle fête,
Laissez là vos bêtes,
Courez tous au berceau
Du saint agneau.
Que l'allégresse,
Vers Jésus vous presse.

Du Père adorable,
Splendeur ineffable,
Le verbe s'est couvert
De notre chair.
Là, dans les langes,
Dort le Roi des anges.

L'Enfant, sur la paille,
De bonté tressaille,
Aimons avec ferveur
Ce Dieu sauveur.
Il faut lui rendre
Son amour si tendre.

10) Mon Beau Sapin

Mon beau sapin, roi des forêts,
Que j'aime ta verdure (bis).

-- Et quand l'hiver,
Bois et guérets,
Sont dépouillés de leurs attraits,
Mon beau sapin,
Roi des forêts,
Tu gardes ta parure.

-- Toi que Noël planta chez nous
Au saint anniversaire,
Joli sapin, comme ils sont doux,
Et tes bonbons et tes joujoux,
Toi que Noël planta chez nous
Par les mains de ma mère.

-- Mon beau sapin, tes verts sommets
Et leur fidèle ombrage.
De la foi qui ne ment jamais,
De la constance et de la paix,
Mon beau sapin, tes verts sommets
M'offrent la douce image.

11) Sainte Nuit

Douce nuit, sainte nuit,
Tout s'endort à minuit,
Mais quand le ciel s'envoile
Apparût une étoile
Pour guider les bergers,
Jusqu'à l'enfant qui est né.

Ô douce nuit, ô sainte nuit,
Les bergers ont souri
A l'enfant si aimable et si beau
Entouré de quelques tendres agneaux,
Et le monde endormi,
Plus sauvé par cette nuit.

12) Il est né, le divin Enfant

Refrain: Il est né, le divin Enfant;
Jouez, hautbois, résonnez, musettes;
Il est né, le divin Enfant;
Chantons tous son avènement.

Depuis plus de quatre mille ans,
Nous le promettaient les prophètes,
Depuis plus de quatre mille ans,
Nous attendions cet heureux temps.
Il est né, etc.

Ah! qu'il est beau! qu'il est charmant!
Ah! que ses grâces sont parfaites!
Ah! qu'il est beau! qu'il est charmant!
Qu'il est doux, ce divin Enfant!
Il est né, etc.

13) <u>D'où viens-tu, bergère?</u>

D'où viens-tu, bergère?
D'où viens-tu?
"Je viens de l'étable,
De m'y promener;
J'ai vu un miracle
Ce soir arrivé."

--Qu'as-tu vu, bergère?
Qu'as-tu vu?
--J'ai vu dans la crèche
Un petit enfant
Sur la paille fraîche
Mis bien tendrement.

--Rien de plus, bergère?
Rien de plus?
--Saint(e) Marie, sa mère,
Lui fait boir(e) du lait,
Saint Joseph, son père,
Qui tremble de froid.

--Rien de plus, bergère?
Rien de plus?
--(Il) y a le boeuf et l'âne,
Qui sont par devant,
Avec leur haleine
Réchauffant l'enfant.

--Rien de plus, bergère?
Rien de plus?
--(Il) y a trois petits anges
Descendus du ciel,
Chantant les louanges
Du père éternel!

14) Chante Noël

Chante Noël, chante Noël,

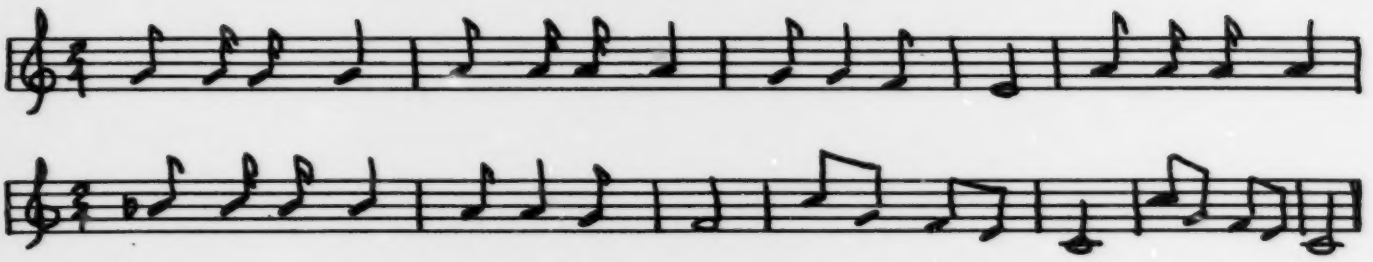
Noël, Noël,

Chante Noël, chante Noël,

Noël, Noël,

Chantons tous Noël,

Chantons tous Noël.



15) Joyeux Noël

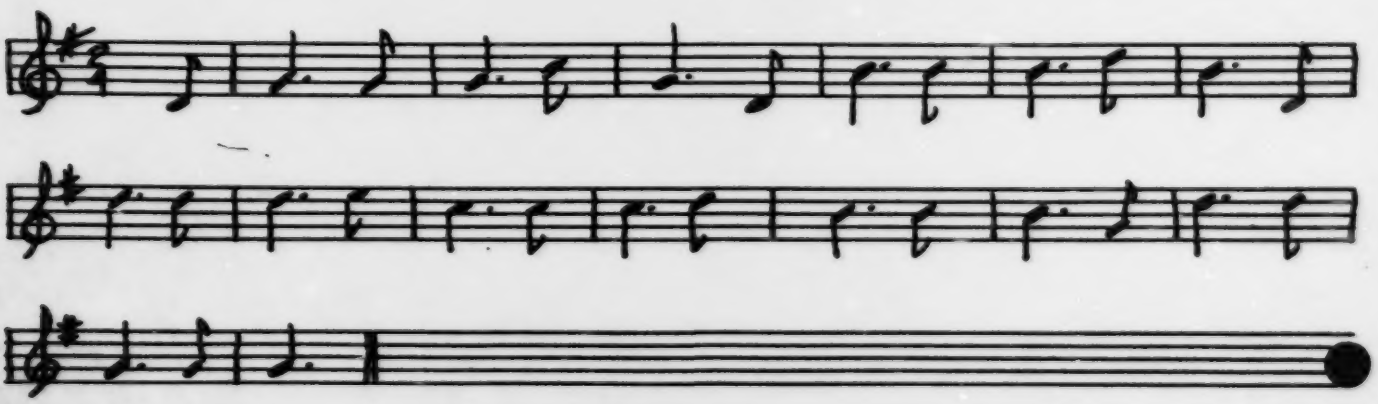
Joyeux, joyeux Noël,

Joyeux, joyeux Noël,

Joyeux, joyeux, joyeux, joyeux,

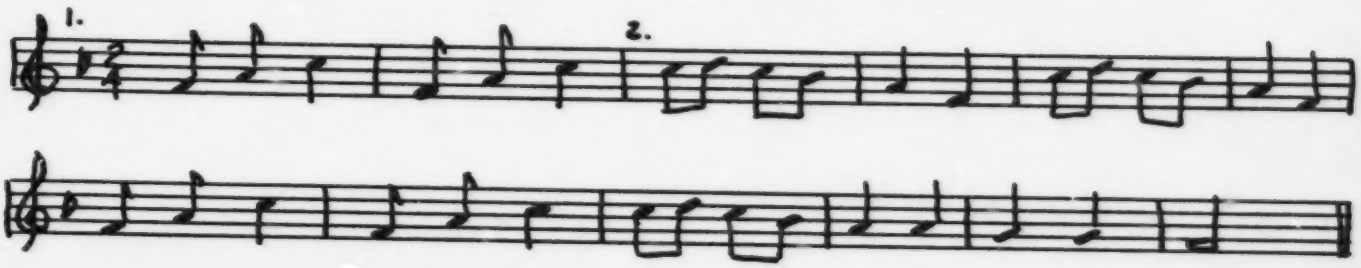
Joyeux, joyeux Noël,

Et Bonne Année.



16) <u>En Traîneau</u>

Oh! oh! oh!
En traîneau.
Comme ça va vite.
Comme ça va vite.
Oh! oh! oh!
En traîneau.
Comme ça va vite
En traîneau.



HERITAGE WEEK

IN THE

CORE FRENCH CLASSROOM

A. RESOURCE MATERIALS

B. ACTIVITIES

C. FILMSTRIPS AND FILMS

D. FRENCH CANADIAN HERITAGE ACTIVITIES OUTSIDE THE CLASSROOM

HERITAGE WEEK

RATIONALE

The objective of this unit is to raise students' awareness of the French fact in Canada. Although this goal is an inherent component of the Core French Program, Heritage Week provides a special opportunity to highlight certain aspects of French Canadian culture and to celebrate with the rest of the school.

For those teachers interested in planning a Heritage component for the French classroom, it would be appropriate to allot 10 minutes of time per day for Heritage activities.

HERITAGE WEEK

A. RESOURCE MATERIALS

Reading to students can be a relaxing and worthwhile way of imparting information on French Canadian culture and traditions. The following resource materials contain a wide variety of historical facts, legends and real life vignettes from French speaking Canada:

Canadiana Scrapbook Series
Les Canadiens:
The French in Canada 1600-1867
Prentice-Hall of Canada Ltd., Scarborough

Growth of a Nation Series
Life in New France
Fitzhenry and Whiteside Ltd., Toronto

Ginn Studies in Canadian History
e.g., The Seigneury of Longueuil
Sainte-Marie among the Hurons
Soldier at Quebec: 1759
Battle at Quebec: 1759
Ginn and Co., Scarborough

Folktales of French Canada
Edith Fowke
NC Press Ltd., Toronto

The Golden Phoenix and Other Fairytales from Quebec
Marius Barbeau
Oxford University Press, Toronto

Promenades 1, T.E., Contes et Culture section
Unit B, Bonhomme Carnaval
Unit C, Le Canada francophone
Unit J, Je me souviens
Unit L, Légende - La Chasse - Galerie

Promenades 2, T.E., Culture section
Unit O, O Canada
Unit R, Radisson
Unit S, Saint-Malo (Cartier)

Horizons 1, Visages section
Unit 1, La ville de Québec
Unit 2, La ville de Montréal
Unit 5, L'Acadie
Addison-Wesley Publishers

HERITAGE WEEK

B. ACTIVITIES

The following activities are listed in order of difficulty for use in grades 4 to 8.

MAP

Provide students with a map of Canada (see attached map) and have them shade in and label la Province de Québec as well as the cities of Montréal, Québec, Toronto and the town of Percé.

FLAG AND COAT OF ARMS

Have students colour in the attached flag and coat of arms as directed and glue them in the front of their notebooks.

HERITAGE QUIZ

Distribute the attached quiz to students in grades 6, 7 and 8, at the beginning of Heritage Week, to ascertain how much students already know about the French fact in Canada.

As you correct the answers, take the opportunity to provide any additional pertinent facts.

LE CANADA

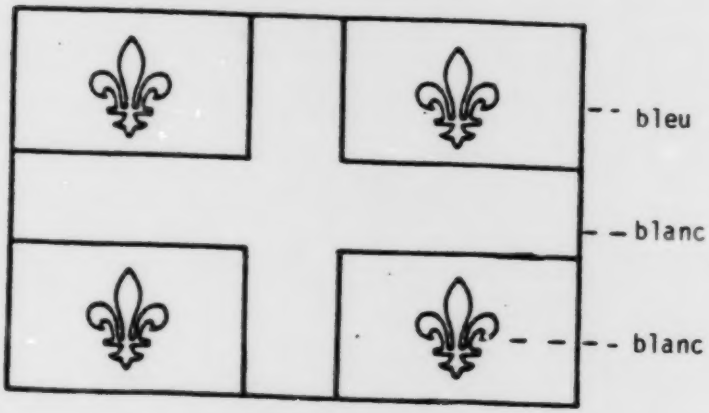
THE FLAG AND COAT OF ARMS

OF THE

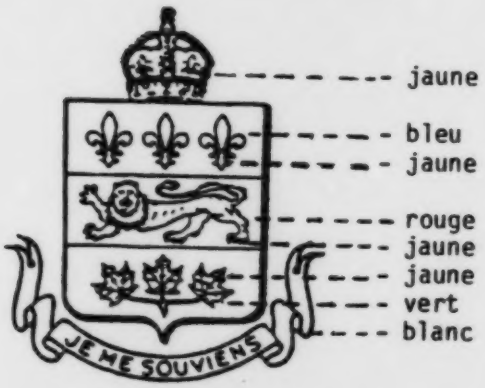
PROVINCE OF QUEBEC

Below is a copy of the provincial flag of Quebec, the fleur de lis and the Quebec Coat of Arms. The flag is a reminder to French Canadians of their past. When the French explorer Jacques Cartier first arrived in Quebec, he planted a flag which looked like the fleur de lis. This meant that he claimed the land for France. The white cross represented the Christian religion of the French who first settled the area. The fleur de lis (lily) on the flag stood for the King.

THE QUEBEC FLAG



THE QUEBEC COAT OF ARMS



HERITAGE QUIZ

1. What is the largest province in Canada?

   a) Prince Edward Island
   b) Ontario
   c) Quebec

2. What is the second largest French-speaking city in the world?

   a) Montreal
   b) Paris
   c) Chicoutimi

3. Who is the present premier of Quebec?

   a) Pierre Trudeau
   b) René Lévesque
   c) Bob McConnell

4. Which province, other than Quebec, has a large French-speaking population?

   a) Ontario
   b) British Columbia
   c) Alberta

5. What is the name of the Montreal hockey team?

   a) the Maple Leafs
   b) the Nordiques
   c) the Canadiens

6. Which famous winter festival is celebrated in Quebec City during February?

   a) The Canadian National Exhibition
   b) Le Carnaval
   c) La fête de Sainte-Catherine

7. Who landed on the site of Quebec City in 1534?

   a) Jacques Cartier
   b) James Bond
   c) Plain Abraham

HERITAGE QUIZ

8. What is a tourtière?

   a) a small tour
   b) a turtle
   c) a meat pie

9. What is the national flower of Quebec?

   a) la rose
   b) la tulipe
   c) la fleur de lis

10. What is the phrase on Quebec licence plates?

    a) Keep Quebec clean
    b) Je me souviens
    c) Bonjour, ça va?

11. What large river flows through the province of Quebec?

    a) the St. Lawrence
    b) the Mackenzie
    c) the Don

12. What is the name of the French Canadian celebration on June 24?

    a) Noël
    b) la Saint-Jean Baptiste
    c) la Saint-Valentin

13. What is a tuque?

    a) a candy bar
    b) a long tongue
    c) a knitted woollen cap

HERITAGE QUIZ

14. What is the name of the Montreal baseball team?

    a) the Alouettes
    b) the Expos
    c) the Red Wings

15. In which city is the hotel Château Frontenac?

    a) Quebec City
    b) Scarborough
    c) Ottawa

16. What radio station in Toronto has French programs?

    a) CHUM
    b) CFRB
    c) CJBC

17. What do the following have in common? Les Laurentides, Mont Orford, Mont Ste-Anne, Mont Tremblant, Mont Gabriel?

    a) They are religious shrines
    b) They are ice cream sundaes
    c) They are ski areas

18. Where do the Expos play baseball?

    a) The McGill Stadium
    b) the Forum
    c) the Olympic Stadium

19. What is the original name of Montreal?

    a) Rivière-du-Loup
    b) Hochelaga
    c) Stadaconé

20. In 1608, who established the first settlement on the present site of Quebec City?

    a) Samuel de Champlain
    b) John Graves Simcoe
    c) Chief Dan George

ANSWERS TO MULTIPLE CHOICE HERITAGE WEEK QUIZ

1. c
2. a
3. b
4. a
5. c
6. b
7. a
8. c
9. c
10. b
11. a
12. b
13. c
14. b
15. a
16. c
17. c
18 c
19. b
20. a

HERITAGE WEEK

C. FILMSTRIPS AND FILMS

FILMSTRIPS

Each K-6 and K-8 school library should have a copy of an excellent filmstrip and tape kit called Québec - A Changing Community, prepared by the Program Department of the Scarborough Board of Education.

This kit is highly recommended for its visual impact and the opportunity it offers for comparing historical events and conditions with present day life in Quebec.

FILMS

The following films are available from the film library of the Scarborough Board. All commentaries are in English.

Film Title	Catalogue Number
The Sweater (Col. 11 minutes)	11284
The Voyageurs (Col. 20 minutes)	20161
France in the New World (Col. 16 minutes)	20200
The French Explorers (Col. 12 minutes)	20747

HERITAGE SURVEY

Can you name a French Canadian ....

a) Prime Minister?
b) song?
c) city?
d) hockey player?
e) industrial product?
f) festival?
g) symbol?
h) food?
i) woman?
j) singer?
k) historical figure?
l) ski resort?
m) handicraft?
n) tourist attraction?
o) female Governor General

RESEARCH

Have students prepare a brief oral presentation on a French Canadian of their choice, using the following guidelines:

Name of person: _____

Time period: _____

Occupation: _____

Why is this person important? _____

_____

Why did you choose him/her? _____

_____

HERITAGE WEEK

FRENCH CANADIAN HERITAGE ACTIVITIES

OUTSIDE THE CLASSROOM

FOLK DANCING

This activity can be organized in conjunction with other teachers at the school or with a resource teacher from the Program Department (Physical Education).

CHOIR

Have the school choir perform some French Canadian folksongs at the Heritage Week assembly.

FOOD

A Heritage booth could be set up to display and sell traditional French Canadian food items prepared by students.

e.g., tourtière
tarte au sucre
beurre d'érable (on fresh bread slices)
boulettes de viande hachée (cretons)
crêpes
cidre

SCHOOL DISPLAYS

Have students prepare French Canadian bulletin board display materials based on life in New France.

e.g., fleurs de lis
recipes
illustrations of légendes
lists of names of famous French Canadians
diagrams of seigneuries
(see "Canadiana Scrapbook" for more suggestions)

Songs

GRADE 6

LE COUCOU
LA CLOCHE DU MATIN
LES MOUSTACHES
LA GRENOUILLE
AINSI, FONT FONT
LE BON FROMAGE
IL NEIGE
NEIGE, NEIGE BLANCHE
LA CHANSON DES COULEURS
TOUTES LES COULEURS
LES CANARDS
LE BOURDON

GRADE 7

J'AI PERDU LE DO
DO - RE - MI
J'ENTENDS LE MOULIN
SI TU AIMES LE SOLEIL
VOILÀ LE SOLEIL
UN ELEPHANT ÇA TROMPE

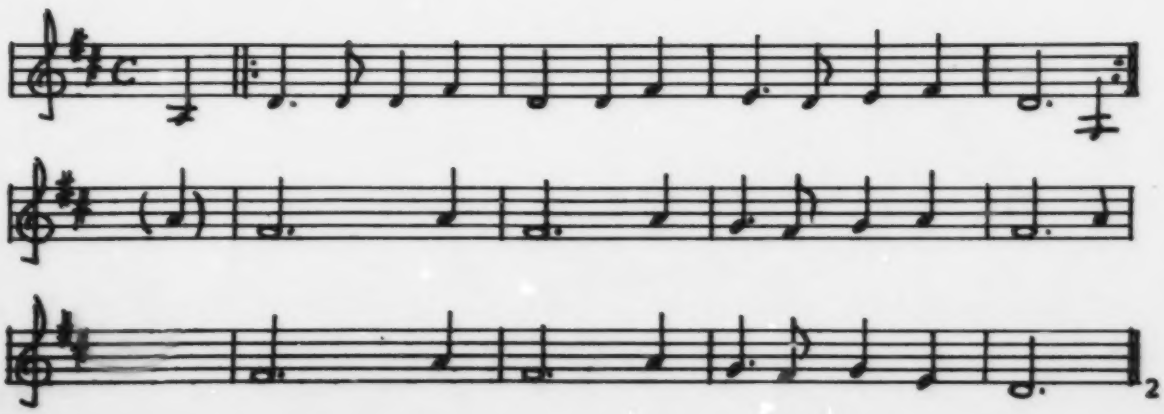
GRADE 8

PARTIR - ALLER
Y'EN A PAS COMME VOUS
LE TOURNESOL
LA CHANSON DU CARNAVAL

LE COUCOU

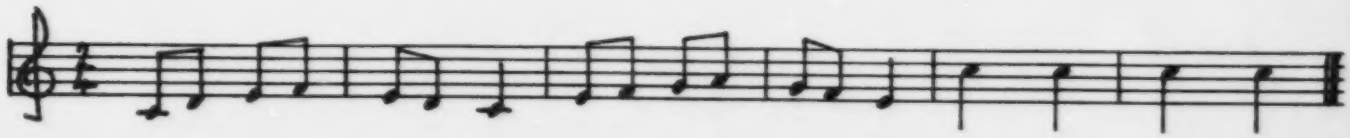
Dans la forêt lointaine
On entend le coucou
Du haut de son grand chêne
Il répond au hibou
Cou-cou cou-cou coucou) bis
coucou cou-cou)

Dans la forêt lointaine
On entend le hibou
Du haut de son grand chêne
Il répond au coucou
Ou-ou ou-ou ou-ou) bis
ou-ou ou-ou)



LA CLOCHE DU MATIN

C'est la cloche du matin,
Qui sonne le lever du jour
Bonjour! Bonjour!



LES MOUSTACHES

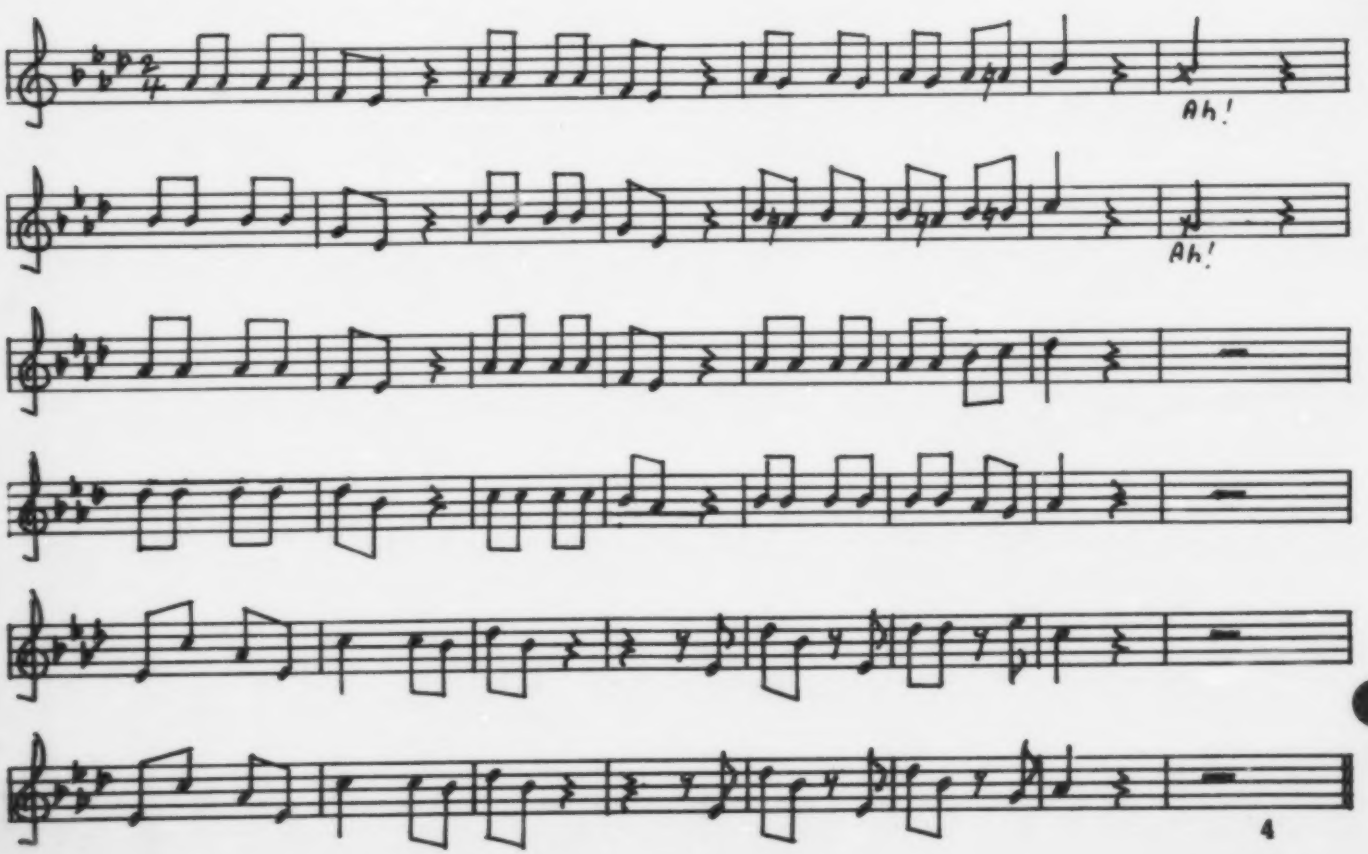
Mon père en a une,
Mon frère en a une,
Oui, mais ma
Grand-mère n'en a pas ... ah!

Grand-père en a une,
Mon oncle en a une,
Oui, mais ma
Grand-mère n'en a pas ... ah!

Le chien en a une,
Le chat en a une,
Oui, mais ma
Grand-mère n'en a pas.

Pas même une petite,
Ni une toute petite,
Non, non, non,
Grand-mère n'en a pas.

Elle n'a pas une paire de moustaches,
De moustaches, de moustaches, comme eux,
Car si elle avait des moustaches
Tous les gens l'appelleraient "monsieur".

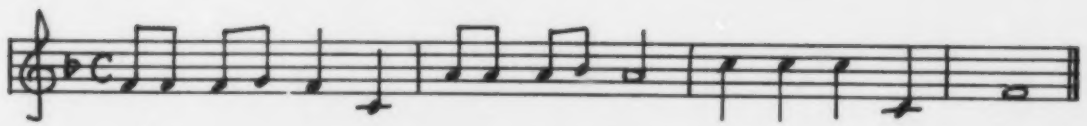


LA GRENOUILLE (canon)

La grenouille chante

Du fond de la mare:

Croi croi croi brrrrrrrm!

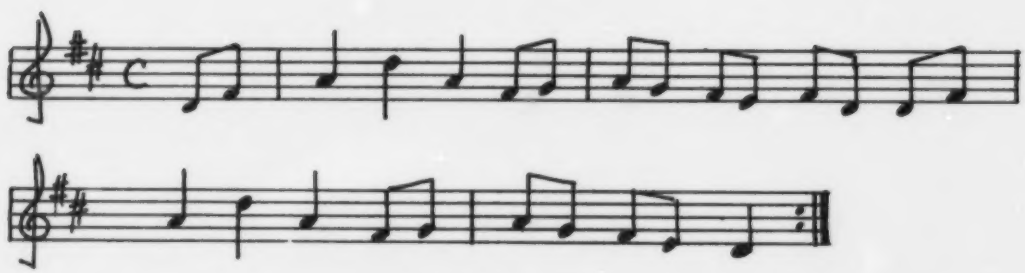


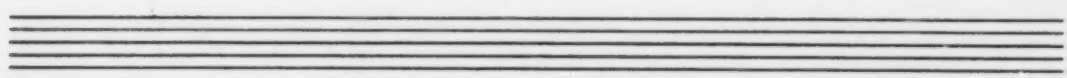
AINSI, FONT FONT

Ainsi font, font, font,
Les petites marionnettes
Ainsi font, font, font,
Trois petits tours
Et puis s'en vont.

Les deux poings sur les côtés.
Marionnettes, marionnettes
Les deux poings sur les côtés
Marionnettes, et puis sautez.

Version A





Version B

LE BON FROMAGE

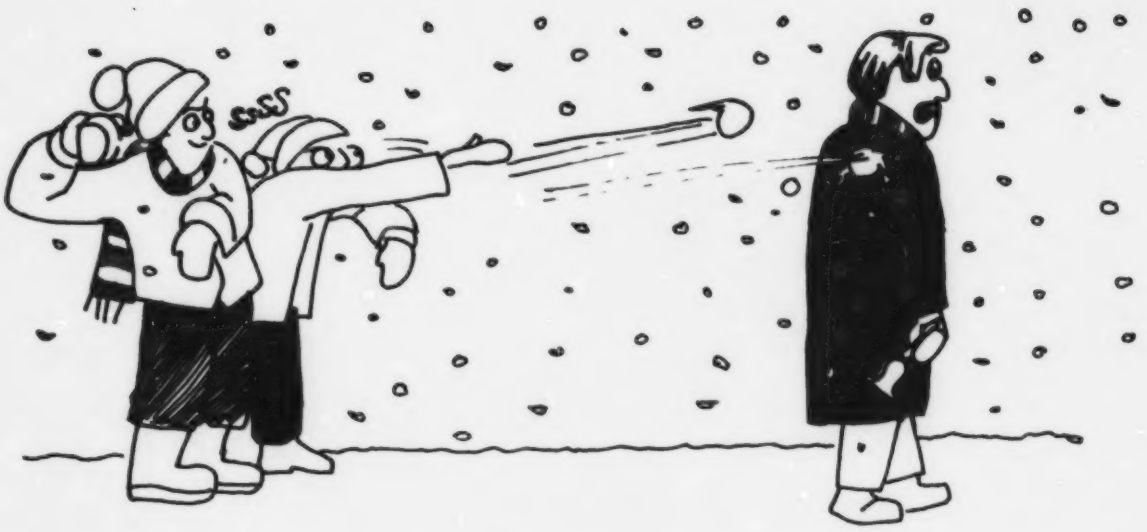
Et celui qui l'a fait
Il vient de mon village!
Ah! Monsieur, voilà du bon fromage!
Qui veut du bon fromage au lait?
Qui vient du pays de celui qui l'a fait?

Un b avec un a fait ba
Un b avec un e fait be
Un b avec un i fait bi
Avec un o fait bo
Avec un u fait bu
Ba be bi bo bu

Note: Faites substitution avec
d'autres consonnes.

IL NEIGE

Il neige, il neige,
Il neige sur les toits,
Il neige sur papa, maman
Et puis, sur toi et moi.

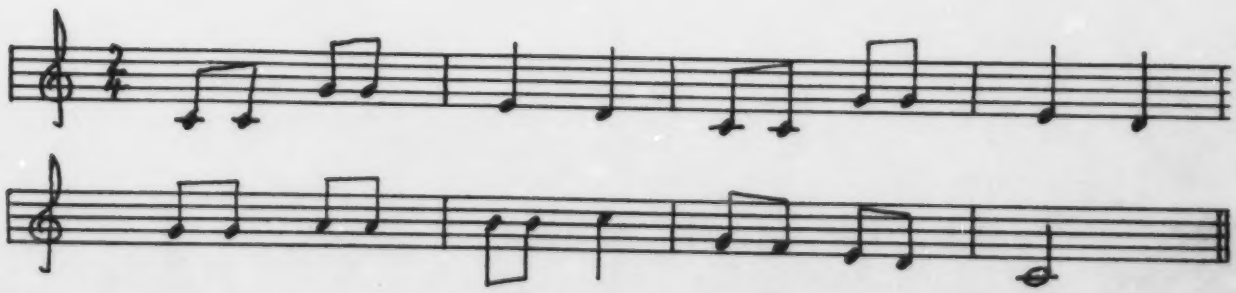


NEIGE, NEIGE BLANCHE

Neige, neige blanche,
Tombe sur mes manches,
Et sur mon tout petit nez
Qui est tout gelé.

Neige, neige blanche,
Tombe sur ma tête,
Et sur mes deux gros souliers
Qui sont tout mouillés.

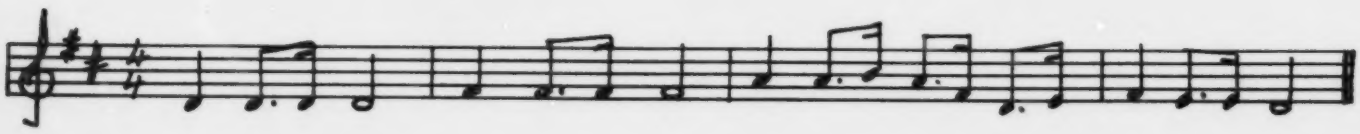
Neige, neige blanche,
Viens que je te mange,
Pose-toi tout doucement
Comme un p'tit fondant!



LA CHANSON DES COULEURS

Rouge, levez-vous,
Rouge, levez-vous,
Tra la la la la la.
Rouge, levez-vous.

Rouge, asseyez-vous,
Rouge, asseyez-vous,
Tra la la la la la.
Rouge, asseyez-vous.



TOUTES LES COULEURS

Bleu, Bleu, Bleu,
Jaune, Jaune, Jaune,
Rouge, Rouge, Rouge,
Vert, Vert, Vert,
Blanc, Blanc, Blanc,
Violet, Violet, Violet,
Rose, Orange et Noir.

Voilà toutes les couleurs,
Toutes les couleurs,
Toutes les couleurs.
Voilà toutes les couleurs,
Dans mon panier vert.

LES CANARDS

Deux canards s'en vont sur l'eau,
Un petit et un plus gros.
Le plus gros dit coin, coin, coin,
Il fait beau. Quel beau matin.

Trois canards s'en vont sur l'eau,
Deux petits et un plus gros.
Le plus gros dit coin, coin, coin,
Allons prendre notre bain.

Quatre canards s'en vont sur l'eau,
Trois petits et un plus gros.
Le plus gros dit coin, coin, coin,
Nagez vite et avec soin.

Cinq canards s'en vont sur l'eau,
Quatre petits et un plus gros.
Le plus gros dit coin, coin, coin,
Retournons, nous avons faim.

Six canards s'en vont sur l'eau,
Cinq petits et un plus gros.
Le plus gros dit coin, coin, coin,
Allons-y un peu plus loin.

Sept canards s'en vont sur l'eau,
Six petits et un plus gros.
Le plus gros dit coin, coin, coin,
Attendons jusqu'à demain.

Huit canards s'en vont sur l'eau,
Sept petits et un plus gros.
Le plus gros dit coin, coin, coin,
Cette histoire est à la fin.

LE BOURDON

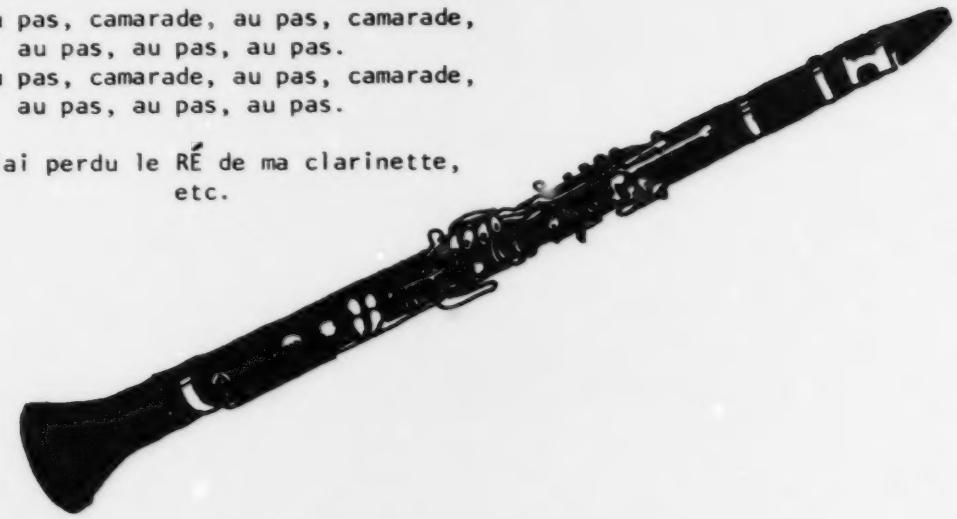
Le bourdon dit à la clochette,
Tais-toi donc méchante sonnette.
Don. Don. Don. Don.
Et la clochette lui répond
Dindon. Dindon. Dindon. Dindon.

J'AI PERDU LE DO

Couplet: J'ai perdu le DO de ma clarinette,
J'ai perdu le DO de ma clarinette,
Ah! si papa (il) savait ça, Tra-la-la,
Ah! si papa (il) savait ça, Tra-la-la.

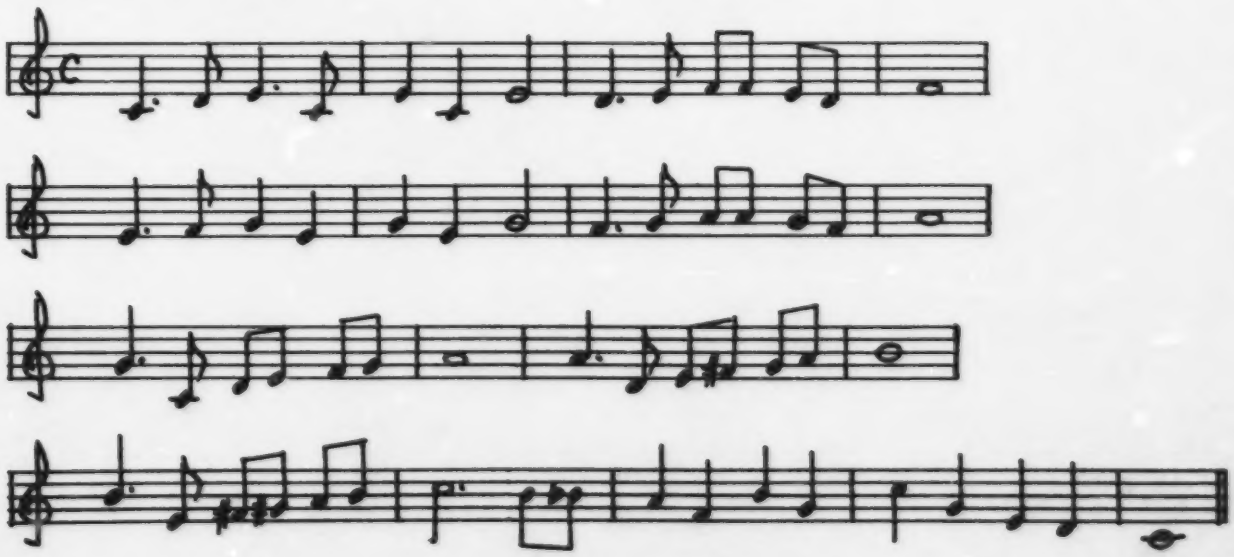
Refrain: Au pas, camarade, au pas, camarade,
au pas, au pas, au pas.
Au pas, camarade, au pas, camarade,
au pas, au pas, au pas.

Couplet: J'ai perdu le RÉ de ma clarinette,
etc.



DO - RE - MI

DO - le do il a bon dos,
RÉ - rayon de soleil d'or,
MI - c'est la moitié d'un tout,
FA - c'est facile à chanter,
SOL - la terre où vous marchez,
LA - l'endroit où nous allons,
SI - siffler comme un pinson,
ET nous revenons à DO, OH-OH-OH
DO - le do il a bon dos (répéter).



J'ENTENDS LE MOULIN

Refrain: J'entends le moulin, tique, tique, taque;
J'entends le moulin, taque.

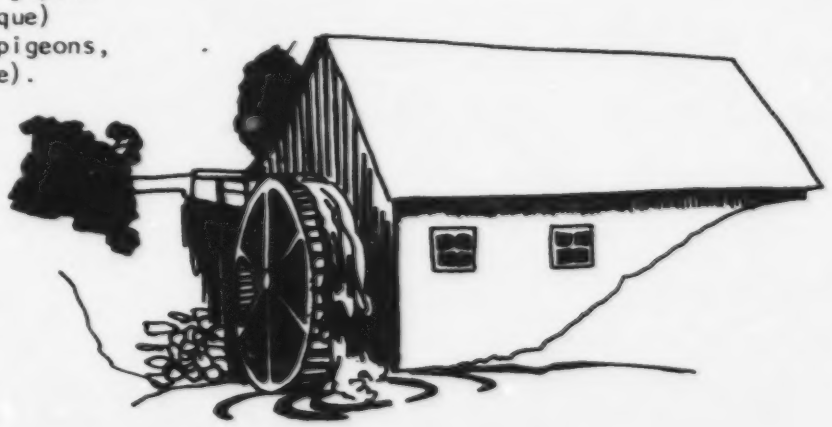
Mon père a fait bâtir maison,
(J'entends le moulin taque)
L'a fait bâtir à trois pignons,
(Tique taque tique taque).

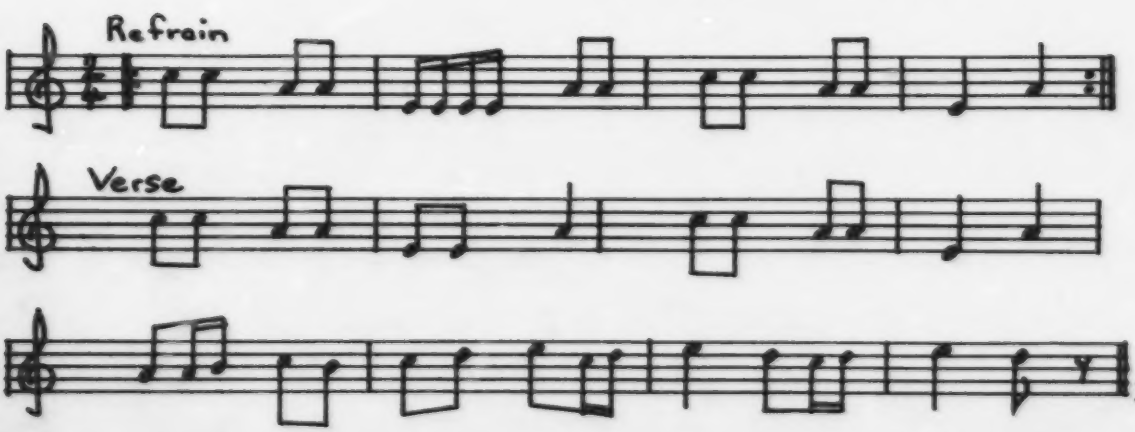
L'a fait bâtir à trois pignons,
(J'entends le moulin taque)
Sont trois charpentiers qui la font,
(Tique taque tique taque).

Sont trois charpentiers qui la font,
(J'entends le moulin taque)
Le plus jeune, c'est mon mignon,
(Tique taque tique taque).

Le plus jeune, c'est mon mignon,
(J'entends le moulin taque)
Qu'apportes-tu dans ton jupon?
(Tique taque tique taque).

Qu'apportes-tu dans ton jupon?
(J'entends le moulin taque)
C'est un pâté de trois pigeons,
(Tique taque tique taque).





SI TU AIMES LE SOLEIL

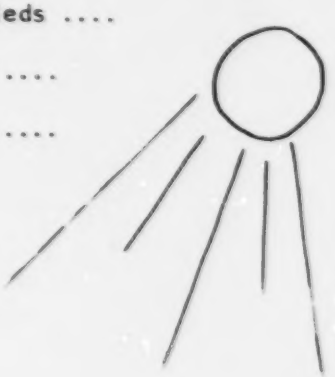
Si tu aimes le soleil, frappe les mains, (frappe, frappe)
Si tu aimes le soleil, frappe les mains, (frappe, frappe)
Si tu aimes le soleil, le printemps qui se réveille,
Si tu aimes le soleil, frappe les mains. (frappe, frappe)

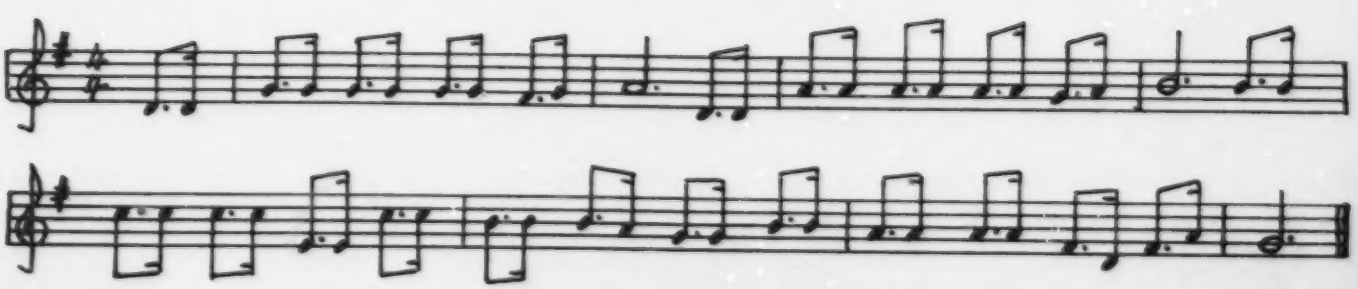
Si tu aimes le soleil, claque les doigts ....

Si tu aimes le soleil, frappe les pieds ....

Si tu aimes le soleil, dis "Hourra" ....

Si tu aimes le soleil, fais tout ça ....

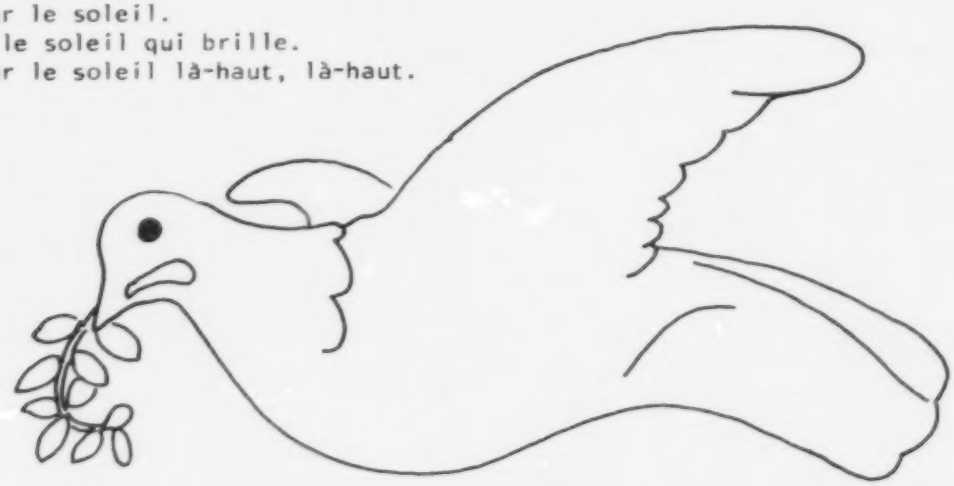




VOILÀ LE SOLEIL

Bleu, bleu, bleu,
Le ciel est bleu.
Jaune, jaune, jaune,
Le soleil est jaune.
Bleu, bleu, bleu,
Le ciel est bleu.
Voilà le soleil là-haut.

Voilà le soleil qui brille.
Bonjour le soleil,
Bonjour le soleil.
Voilà le soleil qui brille.
Bonjour le soleil là-haut, là-haut.

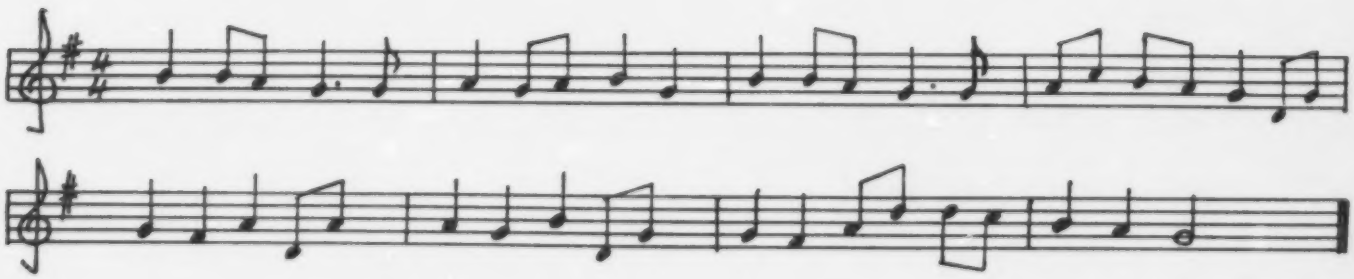


UN ELEPHANT ÇA TROMPE

Un éléphant ça trompe, ça trompe.
Un éléphant ça trompe énormément.
La peinture à l'huile
C'est bien difficile,
Mais c'est bien plus beau
Que la peinture à l'eau.
(Un, deux ....)

Deux éléphants ça trompe, ça trompe ....
(Un, deux, trois ....)

Trois éléphants ça trompe, ça trompe ....



PARTIR - ALLER

Moi, je pars pour Montréal, à cheval,
Toi, tu pars pour Toronto, en auto,
Lui, il part pour Rimouski, en ski,
Elle, elle part pour Nicolette, à bicyclette,
Nous allons à Chicago, en bateau,
Vous allez à Avignon, en avion,
Eux, ils vont à Chapleau, en traîneau,
Elles, elles vont à Lobo, en moto,
Que c'est le fun de voyager!

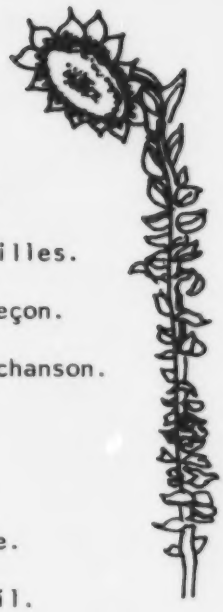
Y'EN A PAS COMME VOUS

Y'en a pas comme vous
Y'en a pas comme vous
Si y'en a, y'en a peu
Y'en a guère
Y'en a pas comme vous
Y'en a pas comme vous
Si y'en a, y'en a pas beaucoup.

Y'en a pas, y'en a pas
Si y'en a, y'en a peu, y'en a guère
Y'en a pas, y'en a pas
Si y'en a, y'en a pas beaucoup.

N.B. Substitution du pronom vous
par nous, lui, elle, etc.

LE TOURNESOL



Le tournesol (bis)
N'a pas besoin d'une boussole.
Ni d'arc-en-ciel (bis)
Pour se tourner vers le soleil.

Le tournesol (bis)
N'a pas besoin d'une boussole.
Alors ma belle (bis)
Regarde un peu vers le soleil.

Voilà le discours d'un garçon
Qui mourait d'amour.
Pour une demoiselle
Qui dormait tout le long du jour.

Le tournesol (bis)
Vers le soleil tourne le col,
Mais, toi, monsieur (bis)
Tu ne sais que fermer les yeux.

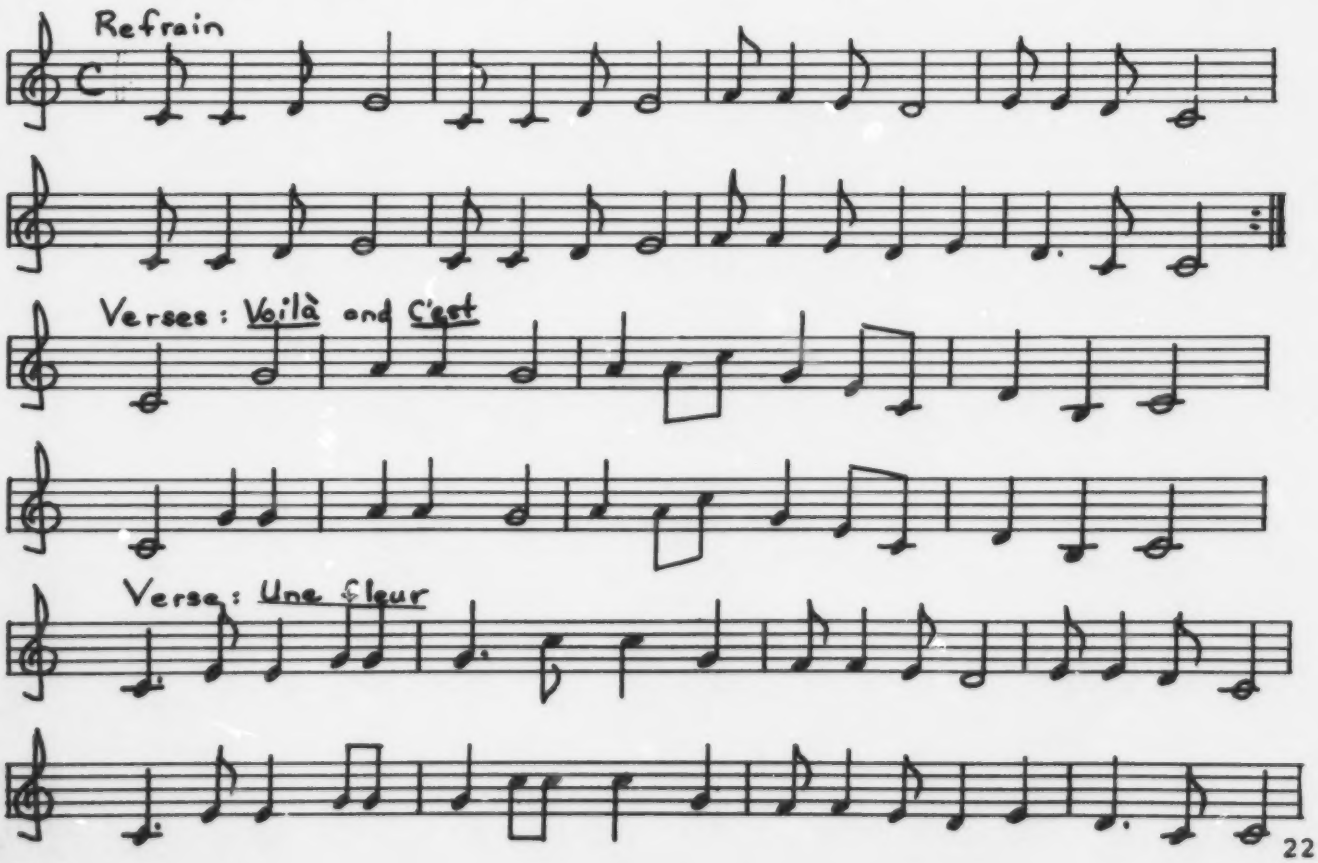
C'est ce que chantait
Un oiseau qui parlait français.
A un Anglican qui passait
Du côté de Caen.

Le tournesol (bis)
Ouvre les plis de sa corolle
Et le soleil (bis)
Lui fait cadeau de ses merveilles.

Une fleur qui nous fait la leçon.
Le tournesol (bis)
Une fleur qui nous fait une chanson.
Le tournesol (bis).

La la la la (8 fois)

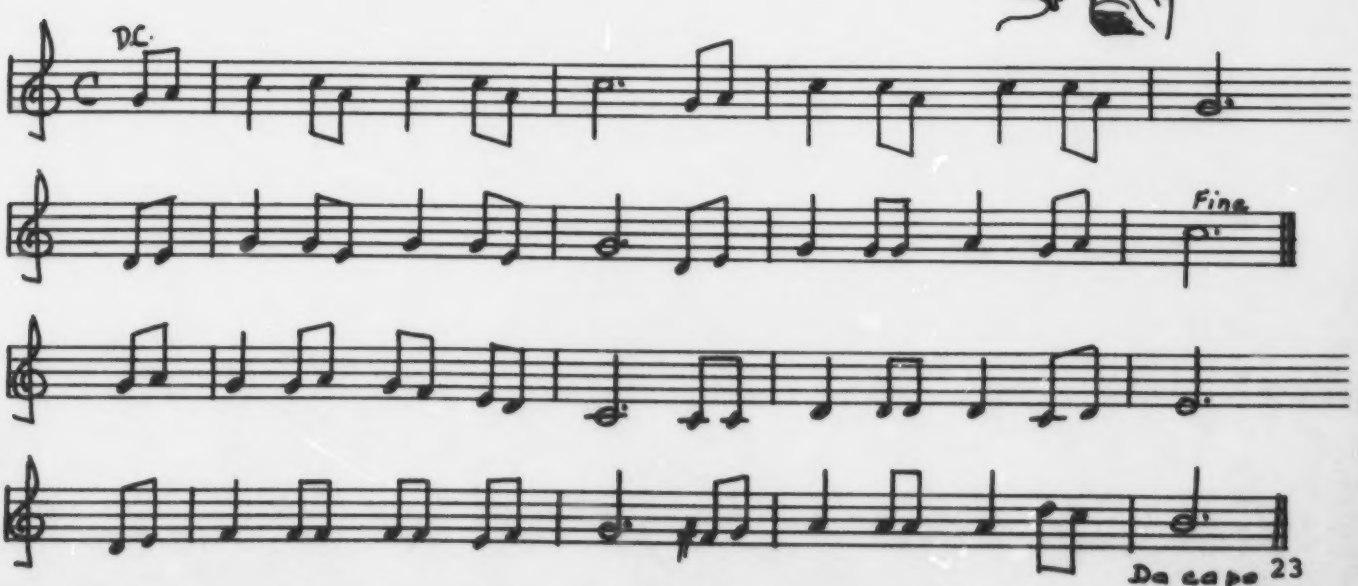
Le tournesol (bis)
N'a pas besoin d'une boussole.
Ni d'arc-en-ciel (bis)
Pour se tourner vers le soleil.



LA CHANSON DU CARNAVAL

A Québec ça commence loyalement
Par de grands et joyeux déploiements,
Des tambours, des trompettes et des brillants,
Comme on voit dans les vraix couronnements.

Refrain: Carnaval, Mardi Gras, Carnaval --
A Québec c'est tout un festival.
Carnaval, Mardi Gras, Carnaval --
Chantons tous le Joyeux Carnaval!



Plays

A) AU RESTAURANT

B) QU'EST-CE QUE C'EST?

C) MARIE EST MALADE

D) LA TROUSSE DE DÉTECTIVE

E) LE CHIEN INTELLIGENT

F) LE TÉLÉPHONE

G) CHEZ LE DENTISTE

A) AU RESTAURANT

Serveur: Bonjour, monsieur.

Client: Bonjour. Une table, s'il vous plaît.

Serveur: Bien, monsieur. Voici une table et un menu.

Client: Merci. Un hamburger deluxe, s'il vous plaît.

Serveur: Il n'y a pas de hamburgers.

Client: Bon. Alors, des frites, s'il vous plaît.

Serveur: Il n'y a pas de frites, monsieur.

Client: Pas de frites! Alors, de la salade? des fruits? du gâteau?

Serveur: Je regrette, monsieur.

Client: Qu'est-ce que vous avez à manger, alors?

Serveur: Des épinards, des choux-fleurs, des noix, des soyas ....

Client: Vous n'êtes pas sérieux!

Serveur: Mais si! Cette nourriture est très bonne pour la santé.

Client: Je suis déjà en bonne santé. Je vais chez McDonald's. Au revoir.

B) QU'EST-CE QUE C'EST?

Pierre: Regarde. Un monstre.

Robert: Non, c'est un homme.

Pierre: Non, c'est un monstre de la planète Mars. Que fait-il?

Robert: Il recule, il avance et il ouvre la bouche. Touchons le monstre.

Pierre: Non, ne touchons pas le monstre. J'ai peur.

Robert: Ce n'est pas un monstre; c'est un homme.

Pierre: Tu crois?

Robert: Oui, je vais parler au monstre.

Pierre: Tu es courageux.

Robert: Bonjour, monsieur. Comment allez-vous?

Monstre: *(slow, deep voice)* Comme ci, comme ça.

Pierre: Tu vois, c'est un monstre.

Robert: Monsieur, êtes-vous un homme?

Monstre: Non.

Robert: Etes-vous une femme?

Monstre: Non.

Robert: Etes-vous un enfant?

Monstre: Non.

Robert: Qui êtes-vous?

Monstre: Je suis un monstre.

Robert: *(running away)* Vite, vite ... j'ai peur.

C) MARIE EST MALADE

Scène Un

La mère de Marie va au téléphone et appelle le médecin.

Mme Martin: Bonjour, docteur. Ici Madame Martin. Ma petite Marie est malade. Pouvez-vous venir la voir?

Docteur: Oui, Madame Martin, je viens tout de suite.

Mme Martin: Au revoir.

Docteur: À tout à l'heure.

La mère attend le médecin dans le salon. Enfin, il arrive. Il sonne. ...dr..r..r...rr....

Madame Martin va à la porte. Elle ouvre la porte.

Mme Martin: Entrez, docteur, entrez, s'il vous plaît.

Docteur: Bonjour, madame, votre petite fille est malade?

Mme Martin: Oui, docteur; depuis ce matin elle tombe. Ce matin, je lui ai mis sa chemise, sa cravate, ses bas, ses souliers, et ses jeans. Puis, je la mets par terre et elle tombe. Je la relève et elle tombe de nouveau.

Docteur: C'est curieux. Où est Marie?

Mme Martin: Elle est là, docteur.

Scène Deux *(dans la chambre à coucher)*

Mme Martin: Voici Marie, docteur.

Docteur: Ah. Bonjour, Marie.

Marie: Bonjour, monsieur.

Docteur: As-tu mal à la tête?

Marie: Non, monsieur, je n'ai pas mal à la tête.

Docteur: As-tu mal à la gorge?

Marie: Non, monsieur, je n'ai pas mal à la gorge.

Docteur: As-tu mal au bras?

Marie: Non, monsieur, je n'ai pas mal au bras.

Docteur: As-tu mal à la main?

Marie: Non, monsieur, je n'ai pas mal à la main.

Docteur: As-tu mal au dos?

Marie: Non, monsieur, je n'ai pas mal au dos.

Docteur: As-tu mal à la jambe?

Marie: Non, monsieur, je n'ai pas mal à la jambe.

Docteur: As-tu mal au genou?

Marie: Non, monsieur, je n'ai pas mal au genou.

Docteur: As-tu mal au pied?

Marie: Non, monsieur, je n'ai pas mal au pied.

Docteur: As-tu mal à l'estomac?

Marie: Non, monsieur, je n'ai pas mal à l'estomac.

Docteur: As-tu faim, Marie?

Marie: Ah, oui, monsieur, j'ai faim.

Docteur: Veux-tu une tablette de chocolat?

Marie: Ah, oui, oui. C'est bon, le chocolat.

Docteur: Madame, c'est sans doute la paralysie des jambes.

Mme Martin: Oh, là là! Ma pauvre Marie. Etes-vous sûr, docteur?

Docteur: Je vais examiner les jambes maintenant, madame. *(il soulève la couverture)* Mais, madame, regardez! Marie a les deux jambes dans une jambe de ses jeans.

Mme Martin: Ah, que je suis stupide, docteur.

Docteur: Marie va très bien maintenant, madame.

Mme Martin: Merci beaucoup, docteur.

Docteur: Il n'y a pas de quoi, madame. Ça fait $50.00 s'il vous plaît.

D) LA TROUSSE DE DÉTECTIVE

Two secret agents are sitting on a park bench.

Agent 1: *(whispers)* Salut.

Agent 2: *(loudly)* SALUT.

Agent 1: Chut!

Agent 2: Oh, pardon.

Agent 1: Tu t'appelles M. Sanspeur?

Agent 2: Oui, c'est ça.

Agent 1: Voici ta trousse de détective.

Agent 2: *(loudly)* C'est magnifique.

Agent 1: Chut! *(he opens the box and takes out a carrot)* Tu sais ce que c'est?

Agent 2: Mais, oui. C'est une carotte.

Agent 1: Non, ce n'est pas une carotte, c'est un microphone.

Agent 2: Oh, là là. Allô, allô. Un, deux, trois. *(testing microphone)*

Agent 1: *(pulls out a sandwich)* Et ça, tu sais ce que c'est?

Agent 2: Mais naturellement. C'est un sandwich.

Agent 1: Imbécile. Ce n'est pas un sandwich. C'est un appareil photographique.

Agent 2: Que c'est chic! *(he takes the sandwich and pretends he is taking pictures and makes clicking noises)*

Agent 1: Fais attention! *(pulls out a banana)*

Agent 2: Ça c'est une banane. J'ai faim. Donne-la-moi.

Agent 1: Ce n'est pas une banane. C'est un revolver.

Agent 2: Oh. Un revolver. *(takes it, aims and pretends to shoot)*

Agent 1: Laisse ça. *(takes out a piece of cake)*

Agent 2: Oh, et ça, ce n'est pas un gâteau délicieux. C'est un magnétophone, n'est-ce pas? *(reaches over and attempts to push buttons on the cake)*

Agent 1: Non, non, non. Tu sais ce que c'est?

Agent 2: Non.

Agent 1: C'est un gâteau, imbécile. *(starts to eat it)*

E) LE CHIEN INTELLIGENT

Annonceur: Mesdames, mesdemoiselles, messieurs; de New York .... Voici Johnny Carson.

J. Carson: Bonjour mesdames, mesdemoiselles, messieurs. Voici le fantastique, le formidable, le merveilleux Monsieur LeChat et son chien ... Nepas.

M. LeChat: Merci. Bonjour, tout le monde.

Nepas: Ouah. ouah.

M. LeChat: C'est mon chien. Il s'appelle Nepas. *(authoritatively)* Nepas, ici.

Nepas: *(does not move)*

M. LeChat: Ecoutez, Nepas. Ici. *(stamps his foot and points to the ground)*

Nepas: *(does not move)*

M. LeChat: *(goes over to the dog and pushes him to the spot saying)* Idiot. Idiot. Um, um, um. Mesdames, mesdemoiselles, messieurs, regardez. Nepas, sautez.

Nepas: *(does not move)*

M. LeChat: Nepas. Attention. Sautez. *(M. LeChat jumps to show the dog)*

Nepas: *(does not move and looks quizzically at his master doing jumps)*

M. LeChat: *(disgusted and furious)* Nepas, dansez.

Nepas: *(jumps with great effort a few times)*

M. LeChat: Non, non, non, imbécile. Dansez.

Nepas: *(turns his back to the audience)*

M. LeChat: Nepas, vous n'êtes pas intelligent. Vous êtes STUPIDE.

Nepas: *(looking very alert)* Non, je ne suis pas stupide. Je suis fatigué. Au revoir, mesdames, mesdemoiselles, messieurs. *(dashes off stage)*

M. LeChat: *(chasing dog)* Nepas, ici. Nepas, ici!

F) LE TÉLÉPHONE

Scène Un *(a boy and a girl walking down the street)*

Pierre: Bonjour, mademoiselle.

Janine: *(keeps on walking)*

Pierre: Bonjour, jolie demoiselle.

Janine: *(looks up and smiles shyly)*

Pierre: Jolie demoiselle, quel est votre numéro de téléphone?

Janine: Mon numéro de téléphone?

Pierre: Oui, jolie, jolie demoiselle.

Janine: Eh bien, gentil garçon, c'est le 823-6741.

Pierre: Ah merci, ma belle. Je vais vous téléphoner ce soir.

Scène Deux *(la soirée)*

Pierre: *(whistling and searching through a little black book)* Ah, voici. Janine Pillon, 823-6741. Bon, je décroche le récepteur et je compose le numéro de cette charmante Janine.

Voix: *(in a gruff manner)* Allô.

Pierre: Bonsoir, monsieur. Ici Pierre Lesage.

Voix: Oui?

Pierre: Est-ce que je peux parler à Janine?

Voix: Non.

Pierre: *(désappointé)* Pourquoi?

Voix: Parce que vous avez le mauvais numéro de téléphone.

Pierre: Ce n'est pas le 823-6741?

Voix: Oui, mais il n'y a pas de Janine ici.

Pierre: Oh, mes excuses, monsieur.

Voix: De rien.

Pierre: *(hangs up)* Je ne sais pas si Janine est vraiment jolie.

G) CHEZ LE DENTISTE

Annonceur: Mesdames, messieurs, cette scène se passe dans le bureau d'un dentiste à Paris. Attention!

* *

Le client: *(il s'écrie)* Aïe! Aïe! Ma pauvre dent! Que je souffre! Où est le dentiste? Ma pauvre dent! Aïe! Aïe!

L'assistante: Chut! Calmez-vous! Monsieur le dentiste va revenir.

Le client: Aïe! Ma dent! Aïe! Que je souffre.

L'assistante: N'ayez pas peur. Asseyez-vous. *(elle lui met une serviette au cou)*

Le client: Oh! Que j'ai mal! Oh! Oh! Ma dent!

L'assistante: Monsieur le dentiste arrive. *(elle va à la porte)* Ah! Enfin, le voilà.

Le dentiste: *(entrant)* Bonjour, monsieur. Qu'est-ce qu'il y a?

Le client: Oh docteur, ma dent! Ma pauvre dent! Que je souffre. Vous pouvez m'aider?

Le dentiste: Mais oui, monsieur, oui, oui, oui. Mademoiselle, apportez mes instruments, s'il vous plaît.

L'assistante: Oui, monsieur. *(elle lui donne un grand plateau où l'on voit des instruments énormes)* Les voici.

Le dentiste: Merci. *(il choisit une grande pince)* Eh bien, ouvrez la bouche maintenant, s'il vous plaît.

Le client: *(qui regarde les instruments avec terreur)* Oh! Oh! Oh! Pardon, monsieur le dentiste, pardon, pardon. Excusez-moi. *(il se lève)* Ma dent est parfaite maintenant. Je vais bien. Excusez-moi, je vais partir.

Le dentiste: Un moment, monsieur, asseyez-vous.

Le client: Oh non! Non! Non! Pas moi!

Le dentiste: N'ayez pas peur. Attendez une minute.

Le client: Je ne sais pas ....

Le dentiste: Asseyez-vous! *(il force le client à s'asseoir)* Ouvrez la bouche!

Le client: Oh, docteur, vous êtes sûr?

Le dentiste: Oui, oui, je suis très sûr. Je ne peux pas la plomber. Il faut l'arracher. Ouvrez la bouche, s'il vous plaît.

Le client: *(il ouvre la bouche; le dentiste commence à arracher la dent; le client crie à tue-tête; le dentiste met le genou sur le client pour le tenir; enfin, il arrache la dent)* Aïe! Aïe! AÏE!

Le dentiste: Voilà. Ça y est. Vous voyez la dent? Ça va?

Le client: Mais ... mais ... tout va bien. Oui, mon cher docteur, je suis très bien. Je vous remercie!

Le dentiste: Je suis content que vous êtes satisfait.

Le client: *(se levant)* Oh docteur, vous êtes bon! Oh! C'est merveilleux! *(il commence à danser)* Oh, je suis content! *(il chante: "Je flotte dans l'air tout à mon aise, je suis le jeun' homm'*

qui vol' sur le trapèze", etc.) Oh! Oh!

(il s'arrête tout à coup, met la main dans sa bouche) Oh! Aïe!

Le dentiste: Mon Dieu!

Le client: Aïe! Holà ... monsieur le dentiste ... vous avez ... vous avez ... monsieur le dentiste, vous vous êtes trompé! Vous avez arraché une bonne dent! Oh! Oh! *(il chasse le dentiste par la porte)*

Videotapes and Films

A) SALUT (videotapes)

B) PARLEZ-MOI (videotapes)

C) (There will be a section on films available from the Audio-Visual Department to be sent out at a later date.)

A) SALUT (videotapes)

These programs are ten minutes in length, with four-five saynètes in each. The vocabulary is complementary to the Grades 6 and 7 Vive le français! courses.

They are available and can be ordered from the Audio-Visual Department. There are three ten-minute episodes on each tape. The episodes currently available are the following:

1) Program 1: Bonjour - Greetings, the Family

2) Program 2: C'est un sac d'école - School Life

3) Program 3: Tu es dans la maison - Home Life

4) Program 4: Il y a trois chiens - Animals

5) Program 5: Je me lève à sept heures - Time

6) Program 6: Il fait beau - Weather

7) Program 7: C'est le premier juillet - the Calendar

8) Program 8: Les belles couleurs - Colours, Size

9) Program 9: Mon bras, ton nez - the Body

10) Program 10: Son pantalon - Clothing

11) Program 11: Je parle, tu écoutes - Home Life

12) Program 12: Il frappe la balle - Sports

13) Program 13: Nous jouons - Pastimes

14) Program 14: J'ai vingt robes - Clothing

15) Program 15: J'ai hâte - Special Occasions

16) Program 16: Je fais mes devoirs - School Life

17) Program 17: Je vais en auto - Transportation

18) Program 18: J'aime beaucoup la campagne - Country Life

19) Program 19: Lancez - Sports

20) Program 20: A la ville - the City

21) Program 21: De la crème glacée - Food

22) Program 22: Pas de moutarde - Food

23) Program 23: Je peux vous aider? - Shopping

24) Program 24: Que fais-tu aujourd'hui? - Pastimes

25) Program 25: Est-ce que vous êtes bûcheron? - Occupations

B) PARLEZ-MOI (videotapes)

These programs comprise ten-minute episodes built around vocabulary that complements the Grades 7 and 8 Vive le français! courses.

They are available and can be ordered from the Audio-Visual Department. There are three ten-minute episodes on each tape. The episodes currently available are the following:

1) Sol in the Restaurant

2) Sol on the Telephone

3) Sol and the Burglar

4) Sol the Baby-sitter

5) Sol Goes Through Customs

6) Sol and the Fortune-teller

7) Sol's Weather Report

8) Sol's Physical Training

9) Sol at the Doctor's

10) Sol and the Washing Machine

11) Sol and the Garage Mechanic

12) Sol and the Policeman

13) Sol and the Cinema Ticket

14) Sol and the Scout Tent

15) Sol and the Christmas Tree

16) Sol and the Flea Market

17) Sol and the Photographer

18) Sol and the Fisherman

19) Sol and the Gambler

20) Sol and the Tomatoes

21) Sol at the Hotel

22) Sol at the Airport

23) Sol at the Hairdresser's

24) Sol's Job Interview

25) Sol Goes to the Beach

26) Sol's Birthday Cake

27) Sol the Painter

28) Sol at the Grocer's

29) Sol at the Hardware Store

30) Sol and the Clockmaker

31) Sol and the Mailman

32) Sol Goes to the Dentist

33) Sol Joins the Army

34) Sol's Singing Lesson

35) Sol Goes to the Bank

36) Sol at the Candy Store

37) Sol at the Shoe Store

38) Sol in the Library

39) Sol Plays Golf

40) Sol and the Game Show

41) Sol at the Drug Store

42) Sol and the Vacuum Cleaner

43) Sol at the Travel Agency

44) Sol and the Pizza

45) Sol and the Sailboat

46) Sol at the Record Store

47) Sol Buys a House

48) Sol at the Tailor's

49) Sol the Dishwasher

50) Sol Goes to Jail

51) Sol and the Lumberjack

52) Sol in the Haunted House

53) Sol Minds the Fruit Store

54) Sol in the Jewelry Store

55) Sol's Dancing Lesson

56) Sol in the Garden

57) Sol and the TV Commercial

58) Sol Goes to Court

59) Sol and the Artist

60) Sol in the Hospital

SLIDES OF QUEBEC CITY

A. CARNAVAL

B. PROMENADE À QUÉBEC

A. CARNAVAL

This set of 23 slides is meant to accompany any reading material pertaining to the Carnaval du Québec.

The slides can be borrowed from the Modern Languages Department. There are 8 copies available for interested teachers.

Sequence of Slides

1.	Le Bonhomme Carnaval
2.	Le Château Frontenac (en hiver)
3.	La porte Saint-Louis (en hiver)
4.	Le restaurant "Aux Anciens Canadiens"
5. & 6.	La glissoire
7.	Le palais de glace
8. & 9. & 10. & 11.	Des sculptures de glace
12.	Le Saint-Laurent
13.	Des canots de glace
14.	Le défilé du Carnaval
15. & 16. & 17. & 18. & 19. & 20.	Des chars (allégoriques)
21.	Le palais de glace
22.	La reine du Carnaval
23.	Au revoir

B. PROMENADE À QUÉBEC

This set of 34 slides is meant to accompany any reading material pertaining to Quebec City.

The slides can be borrowed from the Modern Languages Department. There are 8 copies available for interested teachers.

Sequence of Slides with Commentary

1. Le Bonhomme Carnaval

   Bonhomme is the symbol of the Quebec winter Carnaval. Notice the traditional red toque and woven belt (ceinture flèchée).

2. La ville de Québec

   Here is an historical view of Quebec City from Lévis across the St. Lawrence river.

3. This is the same view today.

4. La Terrasse Dufferin and le Château Frontenac

   From the Dufferin Terrace, a huge wooden walkway situated south of the Château Frontenac, tourists can enjoy a panoramic view of the St. Lawrence.

5. Le Château Frontenac

   With its turrets and towers, visible for miles around, the gigantic Château Frontenac resembles a fairytale castle. It was constructed in 1892 and named after the Comte de Frontenac, governor of New France.

6. Le Château Frontenac

   Here you see the new copper roof which takes eight years to oxydize to the traditional green shade seen on the roof in the background.

7. La Statue de Samuel de Champlain

&

8. Champlain founded the city of Quebec in 1608. In the foreground you see some calèches. These are horse-drawn carriages in which tourists can enjoy a ride through the old city.

9. La Promenade des Gouverneurs

&

10. This walkway is an extension of the Dufferin Terrace which leads to the Citadel and the Plains of Abraham. It is the site of the famous glissoire in winter.

11. La Citadelle

    This fortress is a star-shaped collection of buildings constructed in 1693. At present it serves as headquarters for the Royal 22nd Regiment.

B. PROMENADE À QUÉBEC

12. The Royal 22nd Regiment
&
13. This regiment is popularly known as the "Vandoos", an English mispronunciation of vingt-deux. In the summer the Changing of the Guard is performed at 10:00 a.m. every morning. Do you see their mascot?

14. La Porte Saint-Louis
&
15. Quebec is the only walled city in North America north of Mexico. La Porte Saint-Louis is a gate which allows access to the city.

16. L'Edifice de l'Assemblée Nationale

The National Assembly houses the provincial parliament for the province of Quebec.

17. Aux Anciens Canadiens
&
18. This restaurant is housed in the historic Jacquet residence, built in 1675. It has an authentic Quebec style dining room and serves traditional Québécois cuisine.

19. Le Musée du Fort

This museum offers a half hour sound and light show depicting the battles for Quebec.

20. La Rue du Trésor

In this picturesque alley, local artists display their works. In former times, taxes for the royal treasury (Trésor royal) were collected here.

21. La Basilique de Notre-Dame
&
22. This cathedral was originally built by Champlain in 1633. It contains exceptionally beautiful stained glass windows, paintings and statues.

23. La Porte Saint-Jean

This is another gate in the city walls.

24. La Basse-Ville

The lower town of Quebec, along the river front, consists of magnificent houses dating back to the 17th and 18th centuries.

B. PROMENADE À QUÉBEC

25. Le Funiculaire

A funicular is a type of elevator which runs on rails and this particular one links the Dufferin Terrace in the upper town to the Place Royale in the lower town.

26. L'Escalier Casse-Cou

Hardier individuals may prefer to take this "breakneck staircase" from the lower to the upper town. Which way would you choose?

27. L'Escalier Frontenac

The Frontenac stairway is another link between upper and lower Quebec City.

28. Le Château Frontenac

29. La Place Royale

This square in the lower town is the site of Champlain's first "Habitation" built in 1608. Later the square became a marketplace, where wealthy merchants built their houses. Many of these have been restored to their original beauty.

30. Des Maisons Historiques
&
31. How do these 18th century houses compare with houses built by wealthy people today?

32. La Grande Hermine

This tall ship is a replica of the Grande Hermine, Jacques Cartier's flagship in his second expedition to Canada in 1535-36.

33. The Shrine of Sainte-Anne-de-Beaupré

Sainte Anne was the patron saint of Breton seamen and to this day many people believe that she can miraculously cure their physical ailments. Approximately one million pilgrims visit this shrine each year.

34. Les Chutes Montomorency

These falls, located east of Quebec City, are 83 metres high, 30 metres higher than Niagara Falls.

French Club Activities

A) READING AND WRITING ACTIVITIES

B) RESEARCH ACTIVITIES

C) DRAMATIC ACTIVITIES

D) CREATIVE ACTIVITIES

E) PASSIVE ACTIVITIES

F) SPECIAL DAYS

A) READING AND WRITING ACTIVITIES

1) Autobiography

Have the students complete questionnaires of the following type:

(a) J'ai _____ ans.

(b) J'ai les yeux _____, les cheveux _____.

(c) J'ai _____ soeurs, _____ frères.

(d) Ma couleur favorite est _____.

(e) Ma vedette favorite est _____.

Collect these unsigned autobiographies and redistribute them, making sure that no one has his own sheet. Have the members read these aloud and guess the authors' identities.

2) Poetry Writing

Devote a meeting to the writing of poetry of the types described in this resource binder.

3) Book Writing

The members could make up simple picture books, e.g., Mon premier dictionnaire, L'alphabet.

4) Biographies

Have the students write short biographies of their favourite movie or television stars, a teacher, sports figure, or politician.

5) Pen Pals

Have the club write letters to real or imaginary pen pals, or to Dear Abby.

6) Scrambled Story

Present the sentences of a story in scrambled order. Have the students put the sentences in order.

B) RESEARCH ACTIVITIES

1) Capital Cities

Each club member selects the capital of a country where French is spoken, researches it and makes a presentation to the group.

2) Holidays

The club members select a French feast day, e.g., St-Jean Baptiste, June 24, Tous-Saints, October 31-November 1, Bastille Day, July 14, Mardi Gras, Tuesday before Lent, and are responsible for its authentic celebration in club time.

3) Geography Awareness

Have each member research a French-speaking country and present information to the club. A possible questionnaire for this study could be as follows:

(a) Which is the largest city in France?

(b) What kind of climate does France have?

(c) Name a major river/export/mountain range/industry/ agricultural product of France.

(d) How large is France compared to Canada?

(e) How far is Paris from Toronto?

(f) What is France's population?

(g) Name a body of water that is a boundary of France.

(h) Name a country that borders on France.

To present the information, the researchers could post pictures of landmarks and act as tour guides of their chosen country.

4) Current Events

The students keep a calendar of the current events of French-speaking countries around the world.

5) Extra Reading

Have available newspapers, magazines and information on "la francophonie" and foreign language study for student perusal.

C) DRAMATIC ACTIVITIES

These are for presentation in classes, assemblies, Parents' Night or Education Week.

1) Plays

Use or adapt plays included in this resource binder.

2) Songfest

Learn a variety of songs. Have a club member accompany on the guitar or piano.

Synch-sing: Play a record. A member mimes the mouthing of the song, accompanying it with appropriate gestures and facial expressions.

3) Folk Dancing

Teach or have "la Chasse-Galerie" give an "atelier" on it.

4) Fashion Show

Have the students present a fashion show in which they wear outlandish costumes and give a French description of their outfits.

5) Skits

Make up skits. Some types or settings could be:

(a) a newscast including news, weather and sports;

(b) hand puppets;

(c) puppet theatre;

(d) a department store, restaurant, beauty salon or hockey rink.

D) CREATIVE ACTIVITIES

1) Collage

Make collages using labels or pictures of food, modes of transportation or family members and label appropriately.

2) Greeting Cards

Make cards for such occasions as Christmas, Easter, Mother's Day and Father's Day.

3) Signs

Make French signs for the school, e.g., le bureau, la bibliothèque.

4) Posters

Make French posters for special school events, e.g., Parents' Night, Meet the Teacher Night, etc. These could depict school events, e.g., the school dance, and should be labelled appropriately in French.

E) PASSIVE ACTIVITIES

1) Records

The club listens to folk or current pop music. Recorded language courses could be played.

2) Films/Slides

Show films available from the Audio-Visual Department. The teacher may have slides of French-speaking parts of the world to show. (Some are available from the Audio-Visual Department.)

3) Cartoons

Have the Audio-Visual Department make videotapes of cartoon programs from Channel 25 to show to your club.

F) SPECIAL DAYS

1) Game Day

Play the following:

(a) cards, e.g., Fish;

(b) board games, e.g., Concentration;

(c) box games, e.g., Scrabble, Mille Bornes;

(d) Bingo;

(e) Spelling Bee.

2) Treasure Hunt

Prepare a set of envelopes for each player or team of players. In each envelope, include instructions for arriving at a checkpoint, e.g., près de la bibliothèque, à gauche du bureau, sous la deuxième chaise. At each checkpoint, hide a statement, e.g., M. Trudeau porte un tricot bleu. The player copies down this statement. The winner is the person or team who returns with all the statements in the right order.

3) Get Acquainted

(a) French names: Members are given French names. Once introductions are made with these new names, write the names on slips of paper and place them in a hat. Award a prize to the member who can match the most names with the correct people.

(b) Birthdays: Each member writes his birth date on an individual card. The cards are read aloud, collected and shuffled. One individual reads them aloud once more. A prize is awarded to the person who remembers the most birthdays.

4) Guess Who?

Distribute to each member a personal information questionnaire to be completed, e.g.:

(a) J'ai peur de _____.

(b) Je suis content quand _____.

(c) Je suis gêné quand _____.

(d) J'adore _____.

(e) Je déteste _____.

(f) Après mes études, je serai _____.

(g) Je vais me marier à _____.

(h) J'aurai _____ enfants.

(i) Comme voiture, j'aurai _____.

(j) Je veux être riche/fameux/heureux.

Collect the completed forms and redistribute them, making sure that no one has his own sheet. Have the students read the sheets aloud and guess the identities of the authors.

5) Mystery Objects

Each member brings an object wrapped to disguise its shape. He briefly describes it and is asked questions requiring yes/no answers to determine the identity of the mystery object.

6) Guest Day

Invite the French Club from another school to your meeting.

7) Salut/Hi/Servus/Ciao

Have members, whose mother tongue is not English or French, teach the club members to say "hello", "good-bye", "how are you?", and the numbers one to five in their language.

8) Detective

Write a murder story. Include such details as the time of the crime, the weapon, the victim, the murderer, and the motive, and also extraneous and misleading clues. Write each statement on a card. Scramble these cards and give one to each person. Through discussion, the group should be able to determine the particulars of the crime, without showing their cards.

9) Outings

(a) French Restaurant

Pre-teach the menu and ordering vocabulary and have the students practise and use this at the restaurant. As a follow-up, have the students make a list of their likes and dislikes concerning the restaurant.

(b) Zoo

Each student is in charge of researching a specific animal with regard to appearance, eating habits, country of origin, etc. Conduct a tour of the zoo and have each student tell about the animal he has researched.

(c) Harbourfront

"Le Centre Francophone" sponsors French activities periodically at Harbourfront. For more information, "Le Bulletin" can be ordered by telephoning Harbourfront at 367-1950.

10) Eating Day

Have the club make a typical French meal following recipes with French instructions. A more ambitious project would be to have a pot luck luncheon with each member responsible for bringing a specific part of the meal.

RESTAURANTS

NAME OF RESTAURANT	APPROXIMATE PRICE*		GROUP SIZE		NOTICE REQUIRED	SERVING TIME	
	LUNCH	DINNER	LUNCH	DINNER		LUNCH	DINNER
A LA BROCHE 485-1111 1505 Bayview Avenue	$4.50 to $7.50	$8.50 to $10.50	20-30	20-30	1 week	Tues. - Thurs. 2:00 p.m.	Tues. - Thurs. 5.00 p.m.
LA BODEGA 977-1287 30 Baldwin Street	$5.00 to $8.75	$20.00	20-30	20-30	2 weeks	Mon. - Thurs. 12:00 p.m.	Mon. - Thurs. 6:00 p.m.
THE MAGIC PAN 296-3400 Scarborough Town Centre	**	**	20-30	20-30	1 week	11:00 a.m.	5:00 p.m.
LA MAISON D'AZUR 362-9455 80 Front Street East	$5.95 to $9.00	$10.50 to $14.95	20-30	20-30	1 week	12:00 p.m.	6:00 p.m.
LE MARAIS 977-3362 339 Queen Street West	$4.95 to $7.95	Table d'hôte $13.95	20-30	20-30	1 week	11:30 a.m.	5.30 p.m.
MARCEL'S BISTRO 591-8600 315 King Street West	**	**	10-15	10-15	1 week	12:00 p.m.	8:00 p.m.
MONTREAL BISTRO 363-0179 65 Sherbourne Street	$12:00 to $13.25	$14.25 to 19.75	20-30	20-30	1 week	12:00 p.m. to 2:30 p.m.	6:00 p.m.

*Does not include 15% tip or tax. Please note this information may change at any time.

**To be discussed with the manager.

NOTE: Call at least 2 weeks ahead to discuss with manager: menu, parking (for school bus), size of group, pre-ordering and seating arrangements.

Prepare and send home student permission forms. Arrange transportation. Collect money, including 15% tip.

RESTAURANTS

NAME OF RESTAURANT	APPROXIMATE PRICE*		GROUP SIZE		NOTICE REQUIRED	SERVING TIME	
	LUNCH	DINNER	LUNCH	DINNER		LUNCH	DINNER
LE PAPILLON 363-0838 106 Front Street	$10.00 to $12.00	-	20-30	-	2 weeks	11:00 a.m.	
LE PARADIS 921-0995 166 Bedford Road	$9.50	$16.50	20-25	20-25	1 week	Mon. - Thurs. 12 noon	Mon. - Thurs. 6:00 p.m.
LE PIGALLE 593-0698 315 King Street West	$8.00	$15.00	15-20	15-20	1 week	Mon. - Thurs. 12 noon	Mon. - Thurs. 6:00 p.m.
LE PETIT CAFE 921-4802 458 Parliament Street	$7.95	$13.95	20-30	20-30	2/3 weeks	11:30 a.m.	5:00 p.m.
LE POULBOT 481-1862 2009 Yonge Street	$10.00	$14.00	20-30	20-30	1/2 weeks	Mon. - Thurs. 12 noon	Mon. - Thurs. 6:00 p.m.
POURQUOI PAS? 226-9071 63 Sheppard Avenue West	$5.00 to $9.00	$8.00 to $15.00	10-12	10-12	2/3 days	12 noon	6:00 p.m.

Livre Un

Unité Un

Games, Drills and Exploitive Suggestions

Vive le français!

A) QUI EST-CE?

B) GREETINGS AND ÇA VA

C) ALPHABET

D) ÊTRE

E) TU/VOUS

F) NUMBERS

G) LES JOURS

H) GENERAL VOCABULARY

A) QUI EST-CE?

1) Possible exploitation: The teacher presents pictures of movie stars, sports figures, etc., and poses the question, "Qui est-ce?" The students can then take the teacher's role and pose the same question about other figures.

2) Make a collection of class baby pictures and have a student question the class on the identity of each baby.

3) Call students by a wrong name, e.g.:

Teacher: C'est Snoopy?
Student: Non, c'est ....

4) Give the surnames of staff members and elicit the proper title, e.g.:

Teacher: Brown.
Student: Mlle Brown.

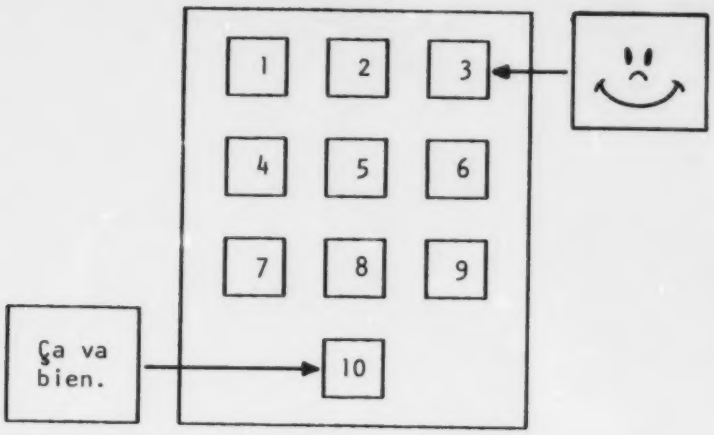
Have the student write both the full and abbreviated titles on the board to ensure proper spelling.

B) GREETINGS AND ÇA VA

1) Possible exploitation: Prepare several cards of proper names, e.g., Mlle Laval, Paul, etc., and elicit the correct greeting, e.g., Bonjour, Mlle Laval!, Salut, Paul! Magazine pictures of adults and children could also be used.

2) Pictures of faces such as those on page 9 of the student's text are distributed to class members. Another student asks the question, "Ça va?", or, "Comment ça va?", of each of those students and the student answers according to the picture of the face he has been given.

3) Make a concentration board. Glue on numbered library pockets. In each pocket, insert cards with either pictures of "Ça va bien", "Pas très bien", etc., or the written phrases. The students must match the picture and appropriate phrase, e.g.:



4) Add "Quel est le problème?" if the student answers "Pas très bien." This creates an opening for "J'ai mal à ...."

C) ALPHABET

1) Possible exploitation: Present a few letters of the alphabet over a period of several days.

2) When all of the letters have been introduced, play the alphabet song from the V.L.F. tape.

3) Isolate difficulties by contrasting letters which could be confused or have similar sounds, i.e.:

a e i o u;
g j;
b c d g p t v w;
i y;
c k;
a k;
e i.

4) Spell your own name and have the students spell theirs.

5) The teacher spells a student's name and asks, "Qui est-ce?" The answer required is, "C'est moi."

6) The teacher spells vocabulary words and asks, "Qu'est-ce que c'est?" The student says the word and writes it on the board.

D) ÊTRE

1) Possible exploitation: Cards with place names are distributed to members of the class. The teacher asks questions of/about students who have been given cards, e.g.: "Tu es de Toronto?", "Mary est de Scarborough?"

2) Students respond to questions about well-known people, e.g.: "Guy Lafleur est de Chicago?", "Shirley et Laverne sont de Miami?"

3) Have students complete such sentences as, "Paul _____ _____ St-Jean" → "Paul est de St-Jean."

4) Time a student's conjugation of the verb "être". Make this a class competition.

5) The teacher gives the answer and elicits the question from the class, e.g.:

Teacher: Oui, je suis de Toronto.
Student: Vous êtes de Toronto?

E) TU/VOUS

1) Write proper names on cards and show them to the class, e.g., Marie, Paul, Mlle Dubois. Have the students give the correct pronoun, question, statement or greeting, e.g.:

(a) Tu/Vous?

(b) Comment t'appelles-tu?/Comment vous appelez-vous?

(c) Tu es/Vous êtes de Vancouver?

(d) Comment allez-vous?/Comment ça va?/Ça va?

(e) Salut/Bonjour.

Oeufs
Jambon

F) NUMBERS

1) Possible exploitation: Using cardboard or foam, construct large dice. Dice thrown in the following combination:

could require these possible answers:

(a) cinq;

(b) trois et deux font cinq;

(c) trois moins deux font un;

(d) trois fois deux font six.

2) Mystery Formula

Teacher writes an equation on the board, e.g., ___ + ___ = 10. He then writes the mystery combination on a piece of paper, i.e., 6 + 4 = 10. The students must guess the right equation.

3) Have the students count forward, backward, by 2's, by 3's, etc.

4) Voyageur

One student in the class stands behind or beside the desk of another student The teacher shows cards with numbers for identification or problems for addition, subtraction or multiplication and the first to answer correctly moves to the desk of the next student. The teacher gives a new problem. The winner moves on. The loser either remains seated or takes the seat of the winner.

5) Avant/Après

The teacher poses questions such as, "Quel est le numéro avant neuf?", "Quel est le numéro après six?"

6) "Je pense à ...."

Teacher: Je pense à ... (un numéro entre 0 et 10).
Student: Est-ce que c'est 7?

7) Choral Counting

The teacher calls out a number and the class must chorally recite the next in sequence, e.g.:

Teacher: Un.
Class: Deux.
Teacher: Trois.
Class: Quatre, etc.

This drill can also be done backwards.

G) LES JOURS

1) Elements of the date can be taught earlier than suggested in the text, day by day and month by month.

2) As a quick review, the teacher can pose such questions as, "Quel est le jour avant/après jeudi?"

3) Have the students guess the day that the teacher has in mind when he says, "Je pense à un jour qui commence par la lettre 'd'."

4) Seven-up

Distribute seven cards, each bearing the name of a day of the week, to seven volunteers. These volunteers go to the front of the class. The class must determine which card each student holds by asking, "Tu es lundi?", etc. The volunteer will answer either, "Oui, je suis lundi!" or "Non, je ne suis pas lundi!"

5) To review the spelling of the days of the week, the teacher calls out, letter by letter, "j-e-u-d-i". A student says "jeudi" and writes it on the board.

6) The teacher poses the question, "C'est quel(s) jour(s)?", with reference to special days, e.g., le week-end, Noël, Hallowe'en, ton anniversaire, etc.

7) The teacher says, "Le 8, c'est jeudi." Then he asks, "Et le 10?"

8) An action can be taught for each of the days of the week, e.g.:

lundi - washing;
mardi - ironing;
mercredi - shopping;
jeudi - vacuuming;
vendredi - wiping one's brow in fatigue;
samedi - hitting a baseball;
dimanche - going to church.

H) GENERAL VOCABULARY

1) The teacher asks for "un synonyme" or "une autre possibilité" for: oui = bien sûr, salut = bonjour, tu = vous.

2) The teacher asks for "le contraire" for: au revoir ≠ bonjour, merci ≠ de rien, madame ≠ monsieur, oui ≠ non.

3) The teacher asks, "Qu'est-ce que tu dis quand ...?" in the following situations:

(a) your bicycle is broken;

(b) someone gives you something;

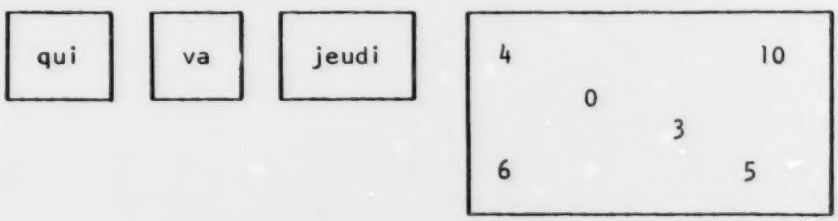
(c) you notice a good-looking person;

(d) someone thanks you;

(e) a stranger arrives, etc.

4) Lucky Number

Write several numbers on a sheet of bristol board. Cover each number with a word printed on an index card (attach with tape), e.g.:

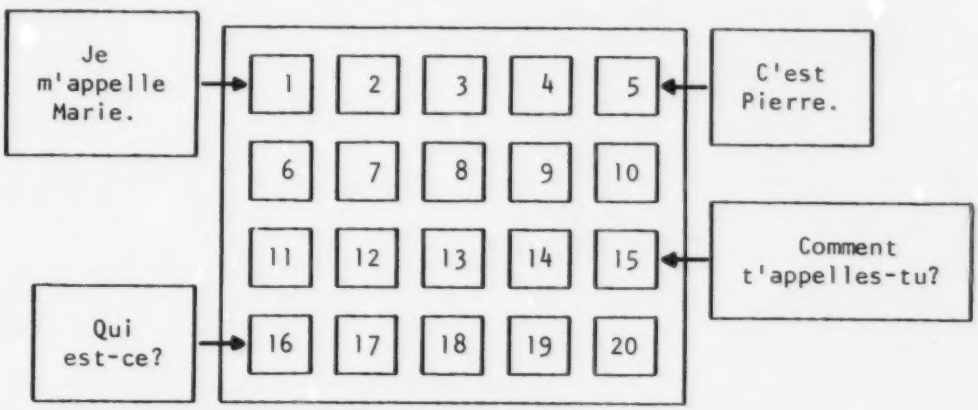


Divide the class into two teams. The students must make a sentence using one of these words to get the point value under the card, e.g.:

qui	Qui est-ce?

5) Concentration

Make a concentration board. Glue on numbered library pockets. In each pocket, insert questions and responses from Unité Un. The students must locate the matching questions and answers, e.g.:



Livre Un

Unité Deux

Games, Drills and Exploitive Suggestions

Vive le français!

A) QU'EST-CE QUE C'EST?
C'EST UN, UNE, DES ....

(Concepts: masculine, feminine, singular, plural.)

B) NUMBERS

C) AVOIR

D) QUESTIONS - INTONATION AND "EST-CE QUE"

E) FAMILY VOCABULARY

CLASSROOM VOCABULARY

GENERAL VOCABULARY

A) QU'EST-CE QUE C'EST?
C'EST UN, UNE, DES ....

1) Introduce the vocabulary orally first by pointing out the actual object or a picture of it.

To help the students differentiate between the sounds [õe] and [yn], the teacher can accompany these sounds by a gesture, e.g.:

[õe] - point to the nose, signifying a nasal sound;

[yn] - bring the index finger and thumb together to indicate pronunciation of the consonant "n".

2) Make up vocabulary cards, e.g., téléphone, moto, disques. These are shown to the class. The students will respond with the appropriate indefinite article and indicate whether the noun is masculine/feminine, singular/plural, e.g., téléphone - un téléphone → masculin, singulier.

3) Divide the class into two teams. Give the following direction to one team and then the other. "Nommez un objet/ une personne masculin(e)/féminin(e)." Keep a tally of which team calls out the most nouns.

4) Write a French and an English phrase on blank playing cards. Give one to each student. One student begins by reading aloud the English phrase on the bottom half of his card. The student with the corresponding French phrase reads out the French and the English from his card, e.g.:

des bonbons
a sports car

une voiture de sport
a motorcycle

5) Pose the problem, "Je pense à un objet masculin, singulier, qui commence par 'c'." The students must guess "un cyclomoteur", etc.

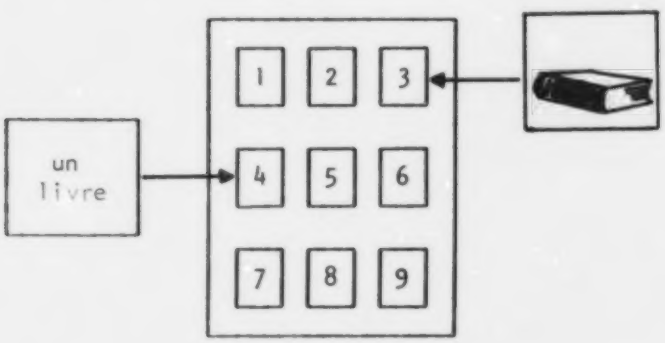
6) The teacher gives the singular form orally or in writing and asks the plural form of the students, e.g.:

Teacher: Un stylo.
Student: Des stylos.

7) The teacher gives the plural form orally or in writing and asks the singular form of the students, e.g.:

Teacher: Des stylos.
Student: Un stylo.

8) Prepare a concentration board. In each pocket, insert cards with pictures of "un livre", "un cahier", etc., and the written words. The students must match the picture and appropriate words, e.g.:



9) The teacher makes the statement, "Je pense à un objet masculin/féminin dans la salle de classe." The students must guess the object in mind.

10) The teacher makes the statement, "Je pense à une personne masculine/féminine dans la salle de classe." The students must guess the person in mind.

B) NUMBERS

1) See the suggestions in Unité Un, section F.

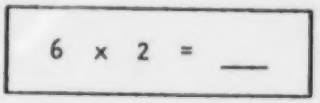
2) Ask for a student's telephone number. Write it on the blackboard. Have the students total the digits, e.g.:

245-7523 Deux et quatre font six.
Six et cinq font onze, etc.

3) The teacher poses lengthy mental arithmetic problems for the class.

4) Flash Card Drill

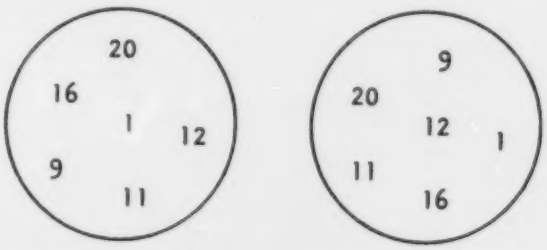
Write math problems on flash cards, e.g.:



Divide the class into two teams. Each team has members numbered 1 to 15. The teacher calls out a number between 1 and 15. Those two students vie to give the first correct answer to the problem displayed.

5) Vanishing Numbers

Draw two large circles on the board. Write duplicate numbers at different spots in each circle. Send two students to the board with brushes. The teacher calls out a number and the first student to rub out that number in his circle stays at the board and a new class member replaces the slower contestant.



6) Spelling of Numbers and Number Comprehension

Two students go up to the board. The teacher calls out a number. The students must write both the figure and the word. The first to finish remains at the board, e.g., 20 → vingt.

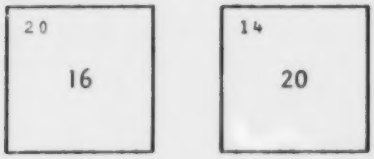
7) Introducing New Numbers

The teacher writes figures for these numbers on the board and has the students sound out the spelling. When the teacher has elicited the correct spellings, he gives the class one or two minutes to study them. Then he rubs out the written form. The class is divided into two teams. Team members must orally spell the numbers in order to gain a point for their team.

8) Concentration

Using a concentration board with library pockets, insert into the pockets cards which bear matching written numbers and figures.

9) Number Cards



Make up a card for each member of the class. Each card has one large number in red and a smaller, green number in the upper left corner. The beginning student calls out, "Me voici, numéro 16. Où est numéro 20?" The student who has the card with a red 20 calls out the same sentence and asks, "Où est numéro 14?" Time the class to see if they can beat their time.

10) Tic-tac-toe

A member of each team must identify a French number in order to get the X or O, e.g.:

20	4	19
17	16	0
11	15	13

C) AVOIR

1) "Je suis" and "J'ai"

Use this game to help students distinguish between the meanings for "j'ai" and "je suis". Divide the class into two teams. Using gestures, indicate completions that could follow either "j'ai" or "je suis", e.g., "cahier" (hold one up), "en retard" (point to your watch), etc.

Students must use either "j'ai" or "je suis" plus the correct completion to get a point for their team.

2) Tic-tac-toe

(a)

je	ils	Guy
nous	tu	elle
il	elles	vous

Students must say and spell the correct form of the verb "avoir" to get the X or O for their team.

(b)

I have a pencil	they have some pens	we have students
we have sisters	you have a desk	they have a car
I have a bike	she has a brother	he has a notebook

The students must give the French equivalent for the English sentence.

3) Playing Cards

See Unité Deux, section A(4).

J'ai un crayon.
He has a sister.

Il a une soeur.
We have books.

4) Cards of classroom objects or family members are distributed to members of the class. The teacher asks questions of/about students who have been given cards, e.g., "Tu as un frère?", "_____ a des chaises?"

5) Time a student's conjugation of the verb "avoir". Make this a class competition.

6) The teacher gives the answer and elicits the question from the class, e.g.:

Teacher: Oui, j'ai une soeur.
Student: Vous avez une soeur?

7) The teacher gives the singular of the verb. The student responds with the plural.

8) The teacher gives the verb form. The student responds with the pronoun.

D) QUESTIONS - INTONATION AND "EST-CE QUE"

1) Write statements on cards or on the blackboard. Have the students give the two question forms.

2) The teacher gives one question form and requires the other.

3) The teacher gives an answer and the class gives the question(s).

4) Tic-tac-toe

Draw a blank tic-tac-toe grid. Assign a letter to each square, e.g.:

a	b	c
d	e	f
g	h	i

A student chooses a square. The teacher gives a statement. To gain an X or O for his team, the student must make the statement into a question.

5) Concentration

In each pocket, place either a question or answer card to be matched.

6) Write questions on cards. Each day distribute a few to students. These students pose them to one class member who is the "victim" that day, e.g.:

(a) Qui est-ce?

(b) C'est ...?

(c) (Comment) ça va?

(d) Ça va bien?

(e) Tu es (vous êtes, il/elle est, ils/elles sont) d'ici/ de Scarborough?

(f) Quel est ton numéro de téléphone?

(g) Comment t'appelles-tu/vous appelez-vous?

(h) Quel jour est-ce (aujourd'hui)?

(i) C'est lundi (etc.)?

(j) Qu'est-ce que c'est?

(k) C'est un/une/des ...?

(l) Combien font _____ et _____?

(m) Tu as/vous avez/qui a ... (des frères, des soeurs, un électrophone, des disques, une bicyclette, un téléphone, etc.)?

(n) Est-ce que _____ a un/une/des ...?

(o) _____ a un/une/des ...?

E) FAMILY VOCABULARY / CLASSROOM VOCABULARY / GENERAL VOCABULARY

1) FAMILY VOCABULARY

(a) Have students bring in magazine articles of families with various numbers of children. Give a French

family name to each. Ask questions about each picture, e.g., "Les Dubé ont/M. Dubé a combien de filles/de garçons/de frères/de soeurs/d'enfants?"

(b) Have students present pictures of their own families to the class and question the class about them. Have the students question each other about their families, e.g., "Vous êtes combien dans votre famille?"

(c) The teacher says, "Je pense à un membre de la famille." The class must guess the person in mind.

(d) The teacher asks, "À quelle personne est-ce que tu penses quand tu entends le mot '_____'?", e.g.:

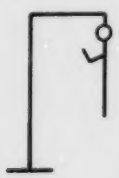
Teacher: Mère.
Student: Père.
Teacher: Fille.
Student: Garçon.
Teacher: Parents.
Student: Enfants.

2) CLASSROOM VOCABULARY

(a) The teacher makes the statement, "Je pense à un mot qui commence par '___'/qui a un accent grave (etc.)/qui rime avec 'stylo', 'bureau', 'tableau'/qui contient le son '___'." The students must guess the object in mind.

(b) Bonhomme pendu

Using only one bonhomme, write a list of classroom objects, omitting letters, e.g.:



_ _ s _ _ _ _

_ _ _ c _ _ _ _ _

The students ask the question, "Est-ce qu'il y a un 'a'?", etc.

(c) Have the students unscramble words, e.g., chatngéomnpo → magnétophone.

(d) Have the students fill in missing letters in words, e.g., u _ _ _ h _ _ s _ → une chaise.

(e) The teacher spells a word in French. A student says the word and writes it on the blackboard.

(f) The teacher sends two students to the board. A French word or sentence is dictated. The first student to spell it correctly stays at the board for another turn. The student who makes an error returns to his seat and is replaced by another student.

3) GENERAL VOCABULARY

(a) The teacher says, "Nommez des activités pour un vendredi soir." Some possible answers are: une party, un match de hockey, un concert, une danse, un film, etc.

(b) "À quoi est-ce que tu penses quand tu entends le mot '_____'?"

(i) party → disque, électrophone, etc.

(ii) bureau → téléphone, chaise, stylo, etc.

(iii) salle de classe → professeur, tableau, etc.

(iv) voyage → autobus, voiture, etc.

(v) famille → frère, mère, etc.

Livre Un

Unité Trois

Games, Drills and Exploitive Suggestions

Vive le français!

A) QUESTIONS USING "OÙ"
PLACE PREPOSITIONS

B) THE DEFINITE ARTICLE

C) REPLACEMENT OF NOUNS BY PRONOUNS

D) NUMBERS TO 31

E) SCHOOL VOCABULARY

F) THE WEATHER

G) POSSESSION USING "DE"

H) SEASONS, MONTHS AND DATE

I) THE NEGATIVE

A) QUESTIONS USING "OÙ"

PLACE PREPOSITIONS

1) Song

"Sur, sous, dans, devant, derrière,
Devant, derrière, devant, derrière,
Sur, sous, dans, devant, derrière,
À côté de."

The tune is "London Bridge". Appropriate hand gestures should be used.

2) "Où suis-je?"

Using a green garbage bag, stand on top of it, under it, in front of it, in it, etc., and ask, "Où suis-je?" The students must reply, "Vous êtes sur le sac", etc. If a student is doing the actions, the class would, of course, use "tu".

3) Make a cutout of Maurice, Snoopy, or another cartoon character. Place it on, under, etc., a desk/book and question, "Où est Maurice?", etc.

4) Have students give "le contraire" of sur/sous, devant/derrière. This can be included in a general drill of opposites, e.g., soeur/frère, mère/père, bonjour/au revoir, etc.

5) Draw a picture of a street with road, restaurant, hôtel, maison, école, stade. Make cutouts of autobus, moto, bicyclette, Snoopy, Maurice, etc. Move these cutouts. Have the students tell their location, e.g., "L'autobus est devant l'hôtel."

6) Make a statement involving a location. Have the students give the question, e.g.:

Teacher: Maurice est dans la maison.
Student: Où est Maurice?

B) THE DEFINITE ARTICLE

1) Make up noun vocabulary cards, e.g., maison, équipe, billet, autos. These are shown to the class and can be used in various ways:

   (a) The student responds with the appropriate definite article and indicates whether the noun is masculine/feminine, singular/plural.

   (b) The teacher reads the card, adding the appropriate indefinite article. The student replies with the definite article and noun, e.g.:

   Card: Maison.
   Teacher: Une maison.
   Student: La maison.

   (c) The student gives the appropriate indefinite and definite articles, e.g.:

   Card: Équipe.
   Student: Une équipe, l'équipe.

Any of these drills can be used as a game with points kept.

2) Tic-tac-toe

Draw on the blackboard a blank tic-tac-toe grid with the squares numbered. The student chooses a square. The teacher calls out one of the following: the house/maison/une maison. The student gives the appropriate definite article and noun in order to gain an X or O for his team.

3) Once the indefinite and definite articles are fairly well mastered, make up cards for a game. Write a French and an English phrase on blank playing cards. Give one to each student. One student begins by reading aloud the English phrase on the bottom half of his card. The student with the corresponding French phrase reads out the French and the English from his card, e.g.:

une maison
the pen

le stylo
a brother

C) REPLACEMENT OF NOUNS BY PRONOUNS

1) Many students tend to have difficulty in replacing nouns by pronouns. It is, therefore, advisable to do frequent oral drills on this point prior to attempting the exercises on pages 87-88 in the text and pages 51-52 in the cahier.

A possible sequence of drills is as follows:

(a) With proper nouns

Georges est chez Margot. → Il est chez Margot.
Anne et Pierre sont devant l'école. → Ils sont devant l'école.

(b) With nouns referring to people

Le professeur est devant la classe. → Il est devant la classe.
Les vendeuses sont dans l'autobus. → Elles sont dans l'autobus.

(c) With nouns referring to objects

L'auto est dans la rue. → Elle est dans la rue.
Les disques sont chez Pierre. → Ils sont chez Pierre.

(d) With nouns referring to both people and objects

Le billet est sur le bureau. → Il est sur le bureau.
Les garçons sont devant le stade. → Ils sont devant le stade.

2) Exercises A and B on page 88 and exercise D on page 89 can be used for pronoun replacement reinforcement.

3) Write several sentences on the blackboard. Make pronoun cards. Have the students place the appropriate pronoun card over the noun to be replaced.

4) Make a tic-tac-toe grid in which students replace nouns by pronouns.

5) Prepare a concentration board. Make cards in which students must match nouns and pronouns.

D) NUMBERS TO 31

1) See suggestions in Unité Un, section F, and Unité Deux, section B.

2) Loto

Make up and distribute Loto cards, e.g.:

L	O	T	O

In each square, the students write a number between 0 and 31. The teacher calls out letters and numbers, e.g., L-9. A student with the correct letter and number may put an X in the appropriate square. The first student to have three X's in any straight line calls out "Loto" and reads off his letters and numbers. If he has marked and interpreted his card correctly, he is the winner. The teacher may wish to provide a "bonbon" as a prize.

E) SCHOOL VOCABULARY

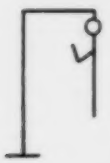
1) If you deem it appropriate, take your students on a tour of the school identifying rooms and posting signs in French. On returning to the classroom, drill the new vocabulary and pose simple questions, e.g., "Où est le directeur?", "Où est le café?", "Où sont les basketballs?"

2) Post a chart or make up a visual on the verb "être". Elicit possible completions from the students, e.g., "malade", "dans la salle de classe", "intelligent". Write these expressions beside the verb on the chart and review the forms of "être", having the students use a different completion each time.

3) As a class warm-up, write new school vocabulary on the board, leaving out letters, and have the students fill in the blanks.

4) Bonhomme pendu

Using only one "bonhomme", write a list of areas in the school, omitting letters, e.g.:



p (i) (s) (c) (i) (n) (e)

b (u) (r) (e) (a) (u)

The students ask, "Est-ce qu'il y a un 'a'?"

5) Concentration

Make up a concentration board in which the students must make word associations, e.g.:

basketball → gymnase;
directeur → bureau;
livres → bibliothèque;
café → salle des professeurs.

6) Nommez une pièce de l'école qui commence par "b".

F) THE WEATHER

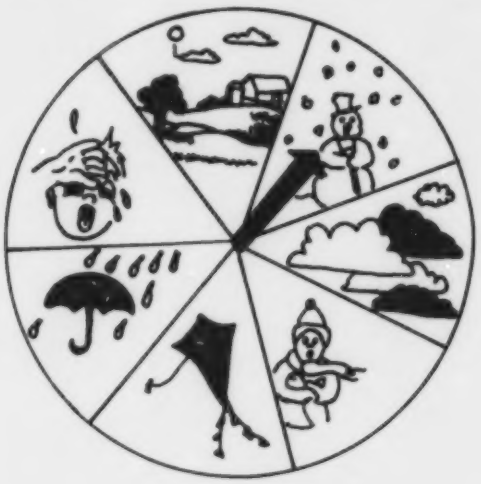
1) The teacher may wish to introduce the weather expressions, one expression at a time, earlier in the year.

2) Use V.L.F. visuals, drawings or magazine pictures for quick review.

3) Make up a "météo" calendar which students fill in each day, e.g.:

J U I N	1	2	3	4	5	6
		Il pleut.			Il fait du soleil.	

4) Make up a weather chart. Attach to it a revolving pointer, e.g.:



5) Have students give "le contraire", e.g.:

Il fait froid. → Il fait chaud.
Il fait sombre. → Il fait du soleil.

6) Make up small cutouts of weather symbols, e.g.:

Il pleut.

Attach these with tape to a map of Canada. Question the students concerning the weather, e.g., "Quel temps fait-il à Winnipeg?"

7) After the negative has been taught, divide the class into two teams. A member of the first team makes a statement about the weather. A member of the second team must give a synonym, e.g.:

Team 1: Il fait beau.
Team 2: Il ne fait pas mauvais.

8) Once the months and seasons have been taught, question the students about the weather in a specific month or season, e.g., "Quel temps fait-il au printemps/en avril?"

G) POSSESSION USING "DE"

1) A possible order of presentation is as follows:

   (a) de + proper names,
   e.g., la maison de Guy;

   (b) de + masculine singular nouns,
   e.g., la moto du garçon;

   (c) de + feminine singular nouns,
   e.g., le stylo de la jeune fille;

   (d) de + singular nouns beginning with a vowel,
   e.g., la chaise de l'élève;

   (e) de + plural nouns,
   e.g., les bureaux des professeurs.

2) For variety during these drills, use both picture and word cards, e.g.:

le crayon

3) Use one object card with several people cards to reinforce the concept of possession, e.g.:

photo

garçon | professeur | école

4) Tic-tac-toe

Choose a noun, e.g., le bureau, and indicate possession, e.g.:

élève	sous-directrice	école
Marie	fille	Guy et Paul
professeurs	enfants	directeur

A correct response would be "le bureau de l'élève".

5) Playing Cards

le livre du garçon
Mary's pen

le stylo de Marie
the principal's office

6) Make up cards with "du", "de la", "de l'" and "des". Write a list of nouns on the board. Students must place the appropriate card next to each noun.

7) Verify comprehension by asking for the French equivalent for English phrases, e.g.:

of the boy → du garçon;
the boy's book → le livre du garçon.

H) SEASONS, MONTHS AND DATE

1) The teacher may wish to introduce the seasons, months and date gradually throughout the year.

2) A variety of picture cards serves as a good means of review.

3) The teacher calls out the date. The students give the season.

4) Elicit weather expressions and ensure comprehension of seasons by asking, "Quel temps fait-il en/au ...?"

5) Post a blank sheet of bristol board entitled, "C'est l'hiver." Have the students bring in appropriate pictures.

6) Nommez un mois/une saison:

(a) qui commence par "a";

(b) qui rime avec "janvier"/"septembre";

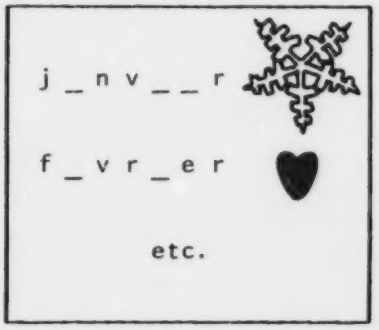
(c) qui a un accent aigu, un accent circonflexe;

(d) qui contient le son [e].

7) Quel(le) est le mois/la saison avant/après ...?

8) Quels sont les mois en été, etc.?

9) Make up an overhead of the months in order with letters left out. Draw symbols of festive occasions along the side of the overhead. While pointing to one of these symbols, e.g., ♥, ask, "La Saint-Valentin est en quel mois?" Have the students fill in the blanks in the word "février", e.g.:



10) Janvier est numéro 1.
Quel est numéro 5? (mai)

11) Qui a un anniversaire en mars/en hiver?

I) THE NEGATIVE

1) A possible order of presentation is as follows:

(a) with simple weather expressions,
e.g., il pleut;

(b) with other weather expressions,
e.g., il fait beau;

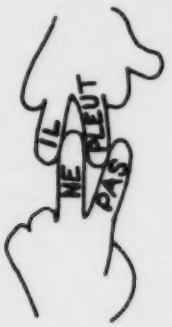
(c) with <u>être</u> forms beginning with a consonant,
e.g., je suis professeur;

(d) with <u>être</u> forms beginning with a vowel, e.g., tu es élève;

(e) with the expression "C'est ...."

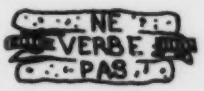
2) To aid students in learning the position of "ne" and "pas", the teacher may use simple finger positions.

(a)



(b)

3) Post a visual of a sandwich and label as follows:



4) The teacher gives an affirmative statement which the students must change to the negative or vice versa.

5) Play a concentration game in which students must match affirmative and negative sentences.

6) Make a tic-tac-toe grid with a subject pronoun in each square. Have the students make a negative sentence using the verb "être".

7) Play lucky numbers to review the negative and previously acquired vocabulary. See Unité Un, section H(4).

Livre Deux

Unité Un

Games, Drills and Exploitive Suggestions

Vive le français!

A) NUMBERS

B) VERBS

C) IL Y A

D) DATE

E) PREPOSITIONS

F) EXPRESSIONS WITH AVOIR

G) GENERAL VOCABULARY REINFORCEMENT WITH SPECIFIC REFERENCE TO FOODS AND ROOMS OF THE HOUSE

A) NUMBERS

1) Bingo

2) "Je pense à ...."

"Je pense à ... (un numéro entre 20 et 30)."

3) Buzz

The class starts counting by rows and for every 7 or multiple thereof they must substitute the word "buzz" or they are out, e.g., 7, 14, 17, 21, 27 and 28 would be "buzz" numbers.

4) Numéro de téléphone

The students give their telephone numbers and then they must add up the digits, e.g.:

282-6437 Deux et huit font dix.
Dix et deux font douze.
Douze et six font dix-huit, etc.

5) Choral Counting

The teacher calls out a number and the class must chorally recite the next in sequence, e.g.:

Teacher: Un.
Class: Deux.
Teacher: Trois.
Class: Quatre, etc.

This drill can also be done backwards.

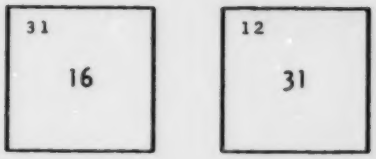
6) Number Chart

The teacher writes the numbers 1-50 on a chart or on the board, e.g.:

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

Students may then be called on to recite a row vertically, horizontally or diagonally.

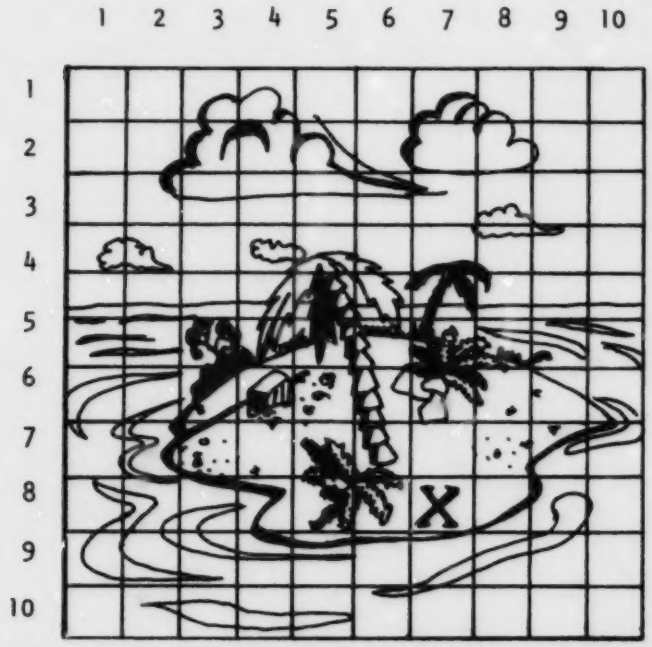
7) Number Cards



Make up a card for each member of the class. Each card has one large number in red and a smaller, green number in the left, upper corner. The beginning student calls out, "Me voici, numéro 16. Où est numéro 31?" The student who has the card with a red 31 calls out the same sentence and asks, "Où est numéro 12?" Time the class to see if they can beat their previous time.

8) Trouvez le trésor

Make up a large bristol board card as shown:



Students must guess where the treasure is buried by calling out numbers formed by joining the horizontal and vertical columns. The correct answer in this case would be "87". The winner gets a bonbon!

9) Tic-tac-toe

A member of each team must identify a French number in order to get the X or O, e.g.:

31	18	12
47	4	0
55	26	69

10) Voyageur

One student in the class stands behind or beside the desk of another student. The teacher shows cards with numbers for addition, subtraction or multiplication and the first to answer correctly moves to the desk of the next student. The teacher gives a new problem. The winner moves on. The loser either remains seated or takes the seat of the winner.

B) VERBS

1) Verb Cards

On strips of cardboard, write the infinitives of all the verbs the students have learned. On each occasion, pick a different subject pronoun. Students must give the correct form and spell the ending. With "être" and "avoir", they must spell the whole verb. This exercise can be done randomly with the whole class or by one individual student, who starts and continues until he makes a mistake.

2) "Je suis" and "J'ai"

Use this game to help students distinguish between the meanings for "j'ai" and "je suis". Divide the class into two teams. Using gestures, indicate completions that could follow either "j'ai" or "je suis", e.g., cahier (hold one up), malade (clutch your stomach), en retard (point to your watch), intelligent (point to your head), etc.

Students must use either "j'ai" or "je suis" plus the correct completion to get a point for their team.

3) Charades

Act out a sentence and have the students guess it, e.g.: "Il aime les bananes." "Il" (point to a boy), "aime" (rub stomach and lick lips), "les bananes" (peel and eat an imaginary banana). Have other sentences available for the students to act out.

4) Verb Drill

Use this format to drill all verbs. Try to get the students to vary completions, e.g.:

Je suis	Teacher:	Je suis professeur. Et toi?
	Student:	Je suis élève.
Tu es	Teacher:	Et moi Fifi?
	Student:	Tu es en retard.
Il est	Teacher:	Et Bobby?
	Student:	Il est intelligent.
Elle est	Teacher:	Et Gail?
	Student:	Elle est stupide.
Nous sommes	Teacher:	Toi et moi?
	Student:	Nous sommes malades.
Vous êtes	Teacher:	Et moi le professeur.
	Student:	Vous êtes absent.
Ils sont	Teacher:	Bobby et Kevin?
	Student:	Ils sont dans la salle de classe.
Elles sont	Teacher:	Gail et Barbara?
	Student:	Elles sont dans la piscine.

With the verbs "manger", "préparer", "aimer", etc., foods can be used as completions.

5) Tic-tac-toe

(a)

je	ils	elle
nous	tu	Guy
il	elles	vous

Students are given one verb infinitive. They must say and spell the correct form of the verb to get the X or O for their team.

(b)

ai	aiment	aime
a	mangez	sommes
es	prépares	ont

Students must give the correct subject pronoun for the verb forms indicated.

(c)

chanter	aimer	écouter
travailler	préparer	manger
avoir	être	parler

Given one subject pronoun, students must give the correct form of the verb.

(d)

I prepare	we have	they watch
you are listening	they are	we are working
you are eating	she likes	he is talking

Students must give the French equivalent for the English sentence.

C) IL Y A

1) Qu'est-ce qu'il y a dans le sac?

Put a number of known objects in a bag, e.g., a toy car, plastic fruit, a pencil, etc. Students must guess what is in the bag, using the expression "Est-ce qu'il y a un ...?" If a student is running the game, he must answer either "Non, il n'y a pas de ..." or "Oui, il y a un ...".

2) Memory Game

Show a series of items or picture cards to the class. Now cover the objects and have the students try to remember what was there by asking, "Est-ce qu'il y a un ...?" This is also good for reviewing pictures of foods.

3) "Il y a" Game

Divide the class into two teams. Ask the question, "Qu'est-ce qu'il y a dans un bureau?" By alternating turns, the first team to say ten objects that could be found in an office wins. They must, of course, use the correct form of the article. Other possible questions are: "Qu'est-ce qu'il y a dans le frigo, dans l'école, dans la maison ou dans la rue?"

4) "Il y a" with the Negative

Given a positive statement with "il y a", students must give the negative equivalent, e.g.:

Teacher: Il y a des tomates dans le frigo.
Students (either chorally or individually): Il n'y a pas de tomates dans le frigo.

D) THE DATE

1) Days of the Week

Hand out a card with a day of the week printed on it to each of seven students. The class must determine which day each student is holding by asking, "Est-ce que tu es lundi?", etc. The game is finished when each of the seven days has been guessed.

2) Days of the Week

Hand the same cards out, face down, to seven students. On the command, they must arrange themselves in order at the front of the class. Take note of their time and see if they can improve it.

3) Months of the Year

The teacher recites alternate months and the class chorally fills in the missing months, e.g.:

Teacher: Janvier.
Class: Février.
Teacher: Mars, etc.

4) Beginning Letters

The teacher asks the class to name a season, month or day of the week that begins with a certain letter, e.g., "Nommez une saison qui commence par 'h'" or "Nommez un mois qui commence par 'a'."

5) Days or Months (avant/après)

The teacher calls out a day or month, then gestures either forward for "après" or behind for "avant". The class must give the day or month that precedes or follows the day or month mentioned.

E) PREPOSITIONS

1) Song

"Sur, sous, dans, devant, derrière,
Devant, derrière, devant, derrière,
Sur, sous, dans, devant, derrière,
À côté de."

The tune is "London Bridge" and appropriate hand gestures should be used.

2) Où suis-je?

Using a green garbage bag, stand on top of it, under it, in front of it, in it, etc., and ask, "Où suis-je?" The students must reply, "Vous êtes sur le sac", etc. If a student is doing the actions, they would, of course, use "tu".

F) EXPRESSIONS WITH AVOIR

1) J'ai soif, etc.

After teaching "j'ai soif, faim, chaud et froid", the teacher gives a statement and the students must make the correct response, e.g.:

Teacher: Il fait 30°C.
Student: J'ai chaud.
Teacher: Tu veux de l'eau.
Student: J'ai soif.

2) "J'ai soif" or "J'ai faim"

Name a food or drink and the students must say either "j'ai soif" or "j'ai faim", e.g., du coca → j'ai soif, du poulet → j'ai faim.

G) GENERAL VOCABULARY REINFORCEMENT WITH SPECIFIC REFERENCE TO FOODS AND ROOMS OF THE HOUSE

1) "Je pense à ...."

The leader makes a general statement such as, "Je pense à ... (une boisson, un fruit, une pièce de la maison, etc.)." The other students must guess the object of which he/she is thinking. It might help to have the categories written on pieces of cardboard from which the student can choose, e.g.:

un fruit	une boisson	une pièce de la maison

2) Bingo

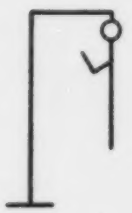
Have students draw up a Bingo page with food items on it in their notebooks (see example on following page). This can be used over and over again. The teacher uses a master card and calls out the foods, e.g., "Sous le N, du poulet."

B	I	N	G	O
		du poulet		
			une tomate	
du coca	une pizza		de l'eau	

3) Bonhomme pendu

Use this game to reinforce spelling of new vocabulary and pronunciation of the French alphabet.

P A I N



4) Spelling

Ask the students if they know what a photographic memory is. Do they think they might have one? Present pictures of foods with accompanying written words and have them repeated. Now hand out a ditto with food words from page 9 on it, but with several letters missing, e.g., f _ _ m _ g _. The teacher should have on display either Visual 7 or an overhead of the "frigo", so that students can identify the words they are trying to spell.

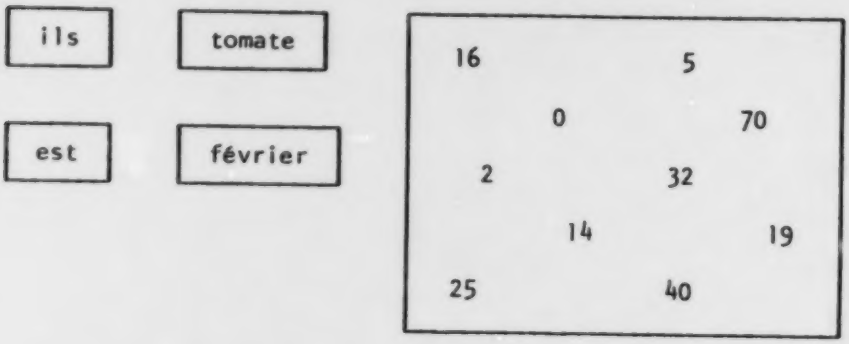
5) Rooms of the House

The teacher calls out the name of a piece of furniture with which the students are familiar and they must indicate

in which room it could be found, e.g., un sofa → Il y a un sofa dans le salon (dans la salle de récréation). Other objects that could be used are: une télé, une auto, un frigo, une chaise, etc.

6) Sentence Construction

Write several numbers on a sheet of bristol board. Now cover each number with a word printed on an index card (fasten with tape), e.g.:



Divide the class into two teams. The students must make a sentence using one of these words to get the point value under the card, e.g., tomate → Il y a une tomate dans le frigo. The game is over when all the words have been used, and the team with the most points wins.

Livre Deux

Unité Deux

Games, Drills and Exploitive Suggestions

Vive le français!

A) FAIRE AND "ER" VERBS

B) POSSESSIVE ADJECTIVES

C) SCHOOL SUBJECTS

D) FAMILY

E) AGE

F) NUMBERS 70-100

G) GENERAL PROJECTS

A) FAIRE AND "ER" VERBS

1) A possible teaching procedure for introducing "faire":

(a) Il fait + weather.

(b) "Faire" + mathematics problems.

(c) "Faire de" + sports (all persons).

(d) Teacher poses "faire" questions to several students, then asks what the question was, e.g.:

Teacher: Aujourd'hui, nous travaillons.
Qu'est-ce que tu fais?
Student: Je travaille.

Repeat several times, then ask, "Quelle est la question?"

Student: Qu'est-ce que tu fais?

Continue as above for the remaining questions.

(e) Next, the teacher gives the answer and elicits the questions, using only one "er" verb, e.g.:

Teacher: Il travaille. Quelle est la question?
Student: Qu'est-ce qu'il fait?

Continue as above for the remaining persons.

(f) Using cards with short "er" verb sentences, elicit the questions, e.g.:

Card: Il chante.
Student: Qu'est-ce qu'il fait?

Include a variety of subjects and verbs.

2) "Jouer à" and "faire de"

After introducing "faire de" + sports, "jouer à" can be taught as an alternative. The teacher may state "Nous faisons du hockey" and require the alternative from the students, "Nous jouons au hockey."

3) Tic-tac-toe

Draw a tic-tac-toe grid on the board and divide the class into two teams. One member from each team goes to the board. A

student is chosen to call out a subject pronoun or noun, and the first student to write the correct form of the verb "faire" is allowed to write an X or O in any square on the grid.

4) Affirmative and Negative Verb Drill

Divide the class in half. The teacher asks a question. The left side responds in the affirmative, then the right side responds in the negative, e.g.:

Teacher: Est-ce que tu arrives?
Student (from left side): Oui, j'arrive.
Student (from right side): Non, je n'arrive pas.

A score may be kept as in a game.

5) Negative Verb Practice

Send two students to the board. Give a short affirmative sentence. Students must write it in the negative. The first student to write the correct form scores a point for his team.

6) Comprehension Practice for "er" Verbs

Write a French and an English statement on blank playing cards. Give one to each student. One student begins by reading aloud the English sentence on the bottom half of his card. The student with the corresponding French sentence reads out the French and the English from his card, e.g.:

je mange
you walk

tu marches
we are watching

7) A Variation of Tic-tac-toe

Select a pronoun. Make a tic-tac-toe grid with an "er" infinitive in each square. Students are required to make a negative statement using this pronoun and one of the infinitives, e.g., tu ne parles pas.

8) Charades

Students are given cards indicating the pronoun and verb that they are to act out.

B) POSSESSIVE ADJECTIVES

1) Playing Cards

See the suggestion in this unit, section A(6), e.g.:

mon stylo
my chair

ma chaise
your book

2) Sentence Construction

Write several numbers on a sheet of bristol board. Cover each number with a word printed on an index card (attach with tape), e.g.:

mon

français

tes

32		
	0	12
2		70
	15	
16		25

Divide the class into two teams. The students must make a sentence using one of these words to get the point value under the card, e.g.:

mon

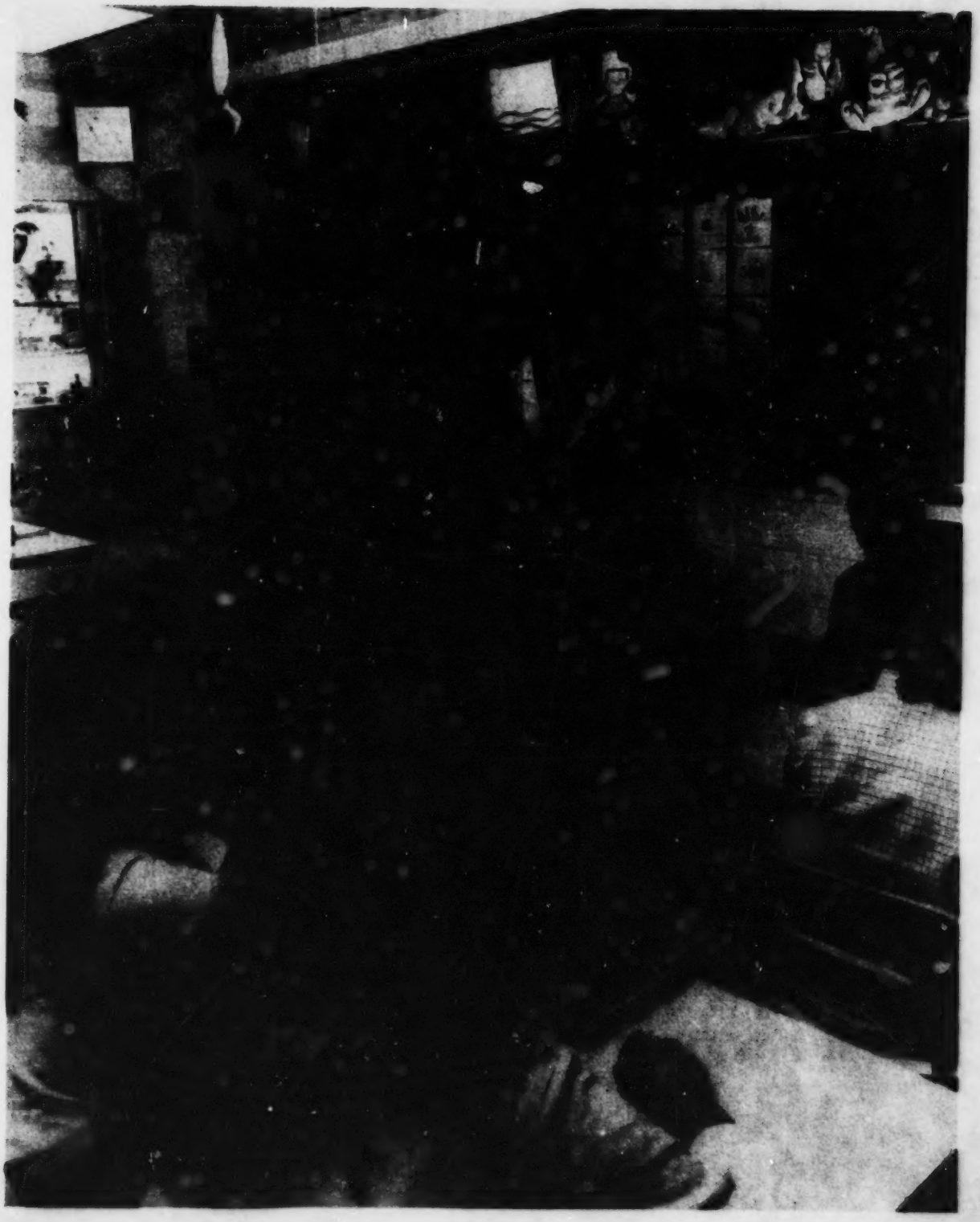
Mon père s'appelle Guy.

The game is over when all of the words have been used. The team with the most points wins.

3) Matching Exercise

Write two columns on the board, e.g.:

I		II	
A	my	1	le chien
B	your	2	l'école
C	his, her	3	la mère
D	our	4	les soeurs
E	your	5	le livre
	etc.		etc.



Students must match column I with column II to make a phrase, e.g., A1 - mon chien, B5 - ton livre.

4) Tic-tac-toe

les parents	le stylo	les cahiers
la règle	la mère	le professeur
le frère	la chaise	le tableau

The students give the correct form using "my", "your", "his", "her", etc.

5) Oral Drill

mon,	ma,	mes	-	c'est à moi
ton,	ta,	tes	-	c'est à toi
son,	sa,	ses	-	c'est à lui
son,	sa,	ses	-	c'est à elle
notre,	notre,	nos	-	c'est à nous
votre,	votre,	vos	-	c'est à vous
leur,	leur,	leurs	-	c'est à eux
leur,	leur,	leurs	-	c'est à elles

This can be chanted as a drill. Be sure to point to the right person(s) at the same time.

6) Snakes and Ladders

The class is divided into two teams, with one starting at the bottom and the other at the top. The first team to complete the whole snake wins. One student acts as questionner, e.g., C'est ma soeur? → Oui, c'est ta soeur. Two pieces of cardboard with tape on the back, i.e.:

filles	and	garçons

are moved along the snake. If an incorrect answer is given, the card moves back one space.

C'est ma soeur?	C'est votre livre?	C'est leur disque?	C'est son stylo?
			etc.
C'est ton frère?	C'est ma mère?	etc.	

7) Guessing Games

The students guess the teacher's or another person's middle name, birthday, colour of car, etc., "Est-ce que votre auto est jaune?"

C) SCHOOL SUBJECTS

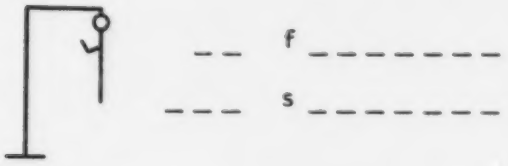
1) Have the students name the subject after you give clues, e.g., "On joue au volleyball. C'est quelle matière?; Deux et deux font quatre. C'est quelle matière?"

2) Nommez une matière qui commence par "m", etc.

3) Qui est votre professeur de ...?
Quelle est ta matière favorite?
Comment s'appelle ton livre de ...?

4) Bonhomme pendu

Using only one bonhomme, write each of the school subjects on the board, omitting letters, e.g.:



5) Concentration

Make up a concentration board with pictures and written forms of the school subjects to be matched.

6) "Je pense à ... (une matière)."

A student thinks of a subject; the rest of the class guesses.

D) FAMILY

1) Make up an overhead with blank spaces to guide the students in writing compositions on their own families. (Use Vive le français II, pages 54-55, as a model.)

2) A similar overhead can be used to elicit a composition about an imaginary family using 3rd person singular possessive adjectives.

3) The teacher calls out the name of a family member and the class chorally gives the opposite, e.g., mère → père.

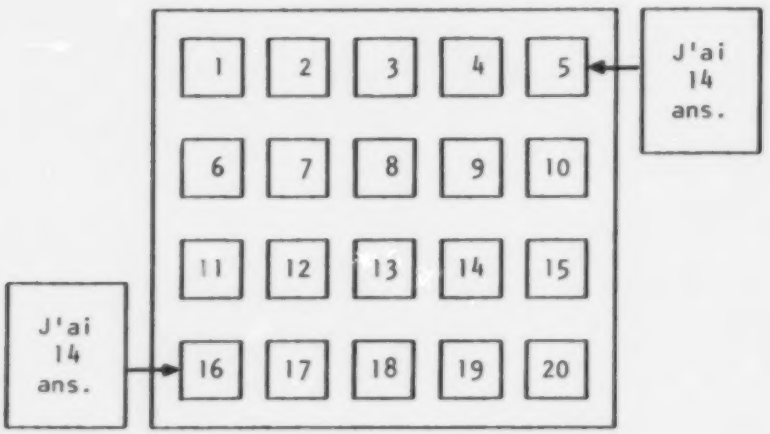
E) AGE

1) Have the students give the ages of members of their families and famous people.

2) The class guesses the ages of people illustrated in magazines or newspaper clippings.

3) Concentration

Prepare a concentration board. Glue on numbered library pockets. In each pocket, insert sentences concerning age. There should be two of each sentence. The students must locate the matching phrases, e.g.:



There could be one bonus or free match card.

F) NUMBERS

1) Prices are written on cards. A student acts as teacher, asking, "C'est combien?"

2) The teacher poses lengthy mental arithmetic problems for the class.

3) The teacher writes an equation on the board, e.g., ____ + ____ = 70. He writes the mystery combination on a piece of paper, e.g., 16 + 54 = 70. The students must guess the right equation.

4) The Price is Right

Prepare a number of picture cards of appliances and furniture with their prices on the back. One student is given these

cards. The rest of the class must guess the price. The student directs the guessing by saying "plus" or "moins".

5) Flash Card Drill

Write math problems on flash cards, e.g.:

6 x 12 = ___

Divide the class into two teams. Each team has a member numbered 1 to 15. The teacher calls out a number between 1 and 15. Those two students vie to give the first correct answer to the problem displayed.

6) Vanishing Numbers

Draw two large circles on the board. Write duplicate numbers at different spots in each circle. Send two students to the board with brushes. The teacher calls out a number and the first student to rub out that number in his circle stays at the board and a new class member replaces the slower contestant.

7) Spelling of Numbers and Number Comprehension

Two students go up to the board. The teacher calls out a number. The students must write both the figure and the word. The first to finish remains at the board, e.g., 60 → soixante.

8) Introducing New Numbers

The teacher writes figures for these numbers on the board and has the students sound out the spelling. When the teacher has elicited the correct spellings, he gives the class one or two minutes to study them. Then he rubs

out the written form. The class is divided into two teams. Team members must orally spell the numbers in order to gain a point for their team.

9) Concentration

Using a concentration board with library pockets, insert into the pockets cards which bear matching written numbers and figures.

G) GENERAL PROJECTS

1) Have the students interview staff members in French. The class as a whole will have previously prepared a set of suitable questions. Written answers in French are handed in to be marked.

2) Have the students make up their own "horaire".

3) Artistic students can assist the teacher by making up a tic-tac-toe board with pictures to review sports and the verb expressior "faire de". The subject pronoun is changed each time the game is played.

4) Make up vocabulary cards in different colours to represent nouns, pronouns, verbs and prepositions. Divide the class into groups and distribute some cards from each category to each group. Each group must make up sentences or dialogues.

5) Have each student write a teacher-guided autobiography, e.g., Mes amis sont ....; Mon père travaille ....; Mes matières favorites sont ....

6) Have the students draw and label their own family trees.

Livre Deux

Unité Trois

Games, Drills and Exploitive Suggestions

Vive le français!

A) ALLER AND "ER" VERBS

B) THE PREPOSITION "à" AND THE FORMS "au", "à la", "à l'" AND "aux"

C) GENERAL VOCABULARY

A) ALLER AND "ER" VERBS

1) "Aller" + Places

Have pictures of places taped on the board, e.g., bureau, maison, école. Move a small cutout of Snoopy or a T.V. star from place to place asking, "Où est-ce que Snoopy va?" Substitute other subjects.

2) "Aller" + Transportation

With one destination indicated, e.g., Montréal, école, etc., and pictures of modes of transportation taped to the board, move the Snoopy figure and ask, "Comment est-ce que Snoopy va à Montréal?" This question can be personalized for the students, e.g., "Comment est-ce que tu vas à Paris?" (en ville, etc.).

3) Concentration

Have the students match cards depicting modes of transportation with corresponding phrases, e.g., "à bicyclette".

4) Verb Cards

Include "aller" with other verb infinitives. These cards can be used in a variety of ways. Using a given subject, have the students:

(a) indicate the correct form of the verb;

(b) make a complete sentence using the verb;

(c) make a negative sentence;

(d) form questions with the verbs.

For example, use the verb cards [aller], [nager], [être], etc.

The teacher selects a subject, e.g., tu. Thus:

(a) tu vas, tu nages, tu es;

(b) tu vas à l'école, tu nages dans la piscine, tu es mon ami;

(c) tu ne vas pas en ville, tu ne nages pas après le dîner, tu n'es pas ici;

(d) où est-ce que tu vas?, quand est-ce que tu nages?, tu es d'ici?

Only one of the above variations should be used on each occasion.

5) Sentence Construction with "aller"

Draw picture cards for subjects, places and methods of transportation. The teacher holds up one card from each of the three categories and the students must make a sentence using the verb "aller", e.g.:

Il (va) à l'école à pied.

6) Verbs - Affirmative and Negative

Use three sets of cards, one with the subject pronouns in red, one with the verb infinitives in blue, and a third card with "oui" on one side and "non" on the other. Throw down the "oui/non" card. If it lands "oui" side up, the sentence will be affirmative, and, on the "non" side, negative, e.g.:

je	chanter	oui	→	Oui, je chante.
il	aller	non	→	Non, il ne va pas.

7) Trouvez le trésor

Utilizing a board such as that shown on the following page, the teacher selects the mystery spot where the treasure is hidden. The students must guess the spot by matching a subject pronoun and verb. The correct phrase in this case is "nous sommes".

	voyager	aller	être	trouver
je				
tu				
il				
nous				
vous				
elles				

B) THE PREPOSITION "à" AND THE FORMS "au", "à la", "à l'" AND "aux"

1) Noun Cards

Write nouns on cards, e.g., professeur, Guy. The teacher chooses a key sentence to be completed, e.g.:

Teacher: Il parle.
Student: Il parle au professeur.
Il parle à Guy.

2) Tic-tac-toe

Make a tic-tac-toe grid with a noun indicating a place or a person in each segment. Give a key sentence, e.g., "Il arrive" or "Il donne les livres."

I)

piscine A	banque B	stade C
restaurant D	Paris E	école F
cinéma G	magasin H	bureau I

Il arrive ....

II)

agent A	Guy B	professeur C
jeune fille D	enfant E	élèves F
directrice G	garçon H	Marie I

Il donne les livres ....

To score a point for one's team, the correct response for IA would be, "Il arrive à la piscine." For IIA, the correct response would be, "Il donne les livres à l'agent."

3) Charades

Students are given cards indicating the pronoun, verb and noun (person, place and/or mode of transportation) which they are to act out.

4) Several Questions to Elicit "à"

(a) Où est-ce que tu chantes, écoutes la radio, parles français, prépares le dîner, regardes la télé, travailles, étudies, fais du sport, fais les devoirs, manges, nages, téléphones?

(b) Où est-ce que tu trouves un film, des avions, beaucoup de livres, des élèves, des hamburgers?

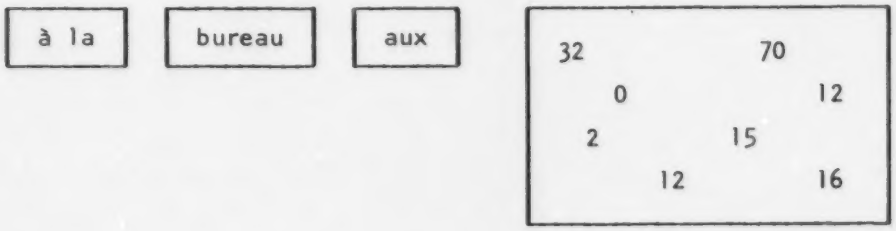
5) Playing Cards

Write a French and an English statement on blank playing cards. Give one to each student. One student begins by reading aloud the English sentence on the bottom half of his card. The student with the corresponding French sentence reads out the French and the English from his card, e.g.:

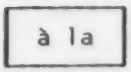
au cinéma	à la bibliothèque
in the library	to the students

6) Sentence Construction

Write several numbers on a sheet of bristol board. Cover each number with a word printed on an index card (attach with tape), e.g.:



Divide the class into two teams. The students must make a sentence using one of these words to get the point value under the card, e.g.:



Il donne le livre à la jeune fille.

7) Matching Exercise

Write two columns on the blackboard, e.g.:

I		II	
A	to	1	bibliothèque
B	at	2	Paris
C	in	3	stade
D	to the	4	école
E	in the	5	Paul
F	at the	6	enfants
	etc.		etc.

Students must match column I with column II to make a phrase, e.g.:

Teacher gives the code D3.
The student replies, "au stade".

C) GENERAL VOCABULARY

1) Word Association

The teacher poses the question, "À quoi est-ce que tu penses?", and writes on the board a word such as "voyager". The students will reply "aéroport", "agent", "billet", etc.

2) "Je pense à ...."

The teacher makes a statement such as, "Je pense à un bâtiment." The students must guess which building he has in mind, e.g.:

Student: C'est une banque?, etc.

3) Initial Consonants

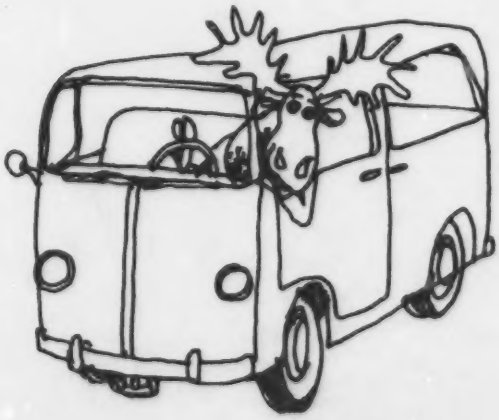
Teacher: Nommez un moyen de transport, etc., qui commence par "b".
Student: Bateau, bicyclette.

4) Sentence Construction

The teacher writes on the board a number of new vocabulary words, e.g.:

hôtesse voyager aéroport métro

Student: L'hôtesse voyage à l'aéroport en métro.



Livre Trois

Unités Un, Deux, Trois

Games, Drills and Exploitive Suggestions

Vive le français!

A) QUESTIONS

B) VERBS

C) NUMBERS

D) TIME

E) ADJECTIVES

F) ADVERBS AND "NE ... JAMAIS"

G) EXPRESSIONS OF QUANTITY

H) GENERAL VOCABULARY

A) QUESTIONS

1) Write statements on cards or on the blackboard. Have the students give the three question forms, i.e., inversion, "est-ce que", intonation.

2) The teacher gives an intonation or "est-ce que" question and asks for the inverted form.

3) The teacher gives an answer and the class gives the question.

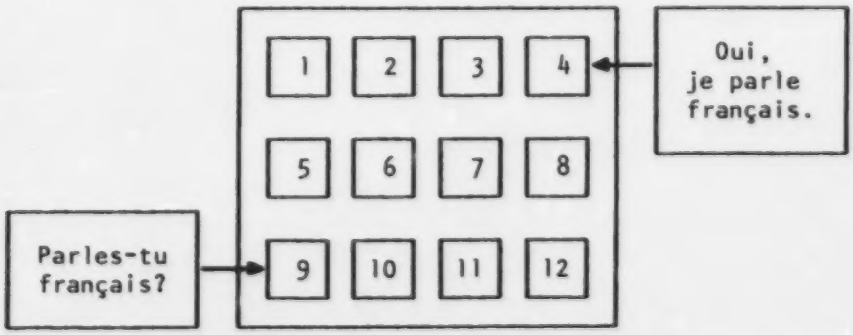
4) Draw a blank tic-tac-toe grid. Assign a letter to each square, e.g.:

a	b	c
d	e	f
g	h	i

A student chooses a square. The teacher makes a statement. To gain an X or O for his team, the student must change the statement into an inverted question.

Variation: As a variation, write interrogative words in each square of the grid and have the students formulate questions from them.

5) Make a concentration board. Glue on numbered library pockets. In the pockets insert cards with either a question or answer. The students must match the question and the appropriate answer, e.g.:



As an alternative, cards with "est-ce que" and inverted questions could be matched.

6) Write questions on cards and distribute them to several students in the class, e.g.:

Aimes-tu la musique "pop"?
Est-ce que tu habites à Montréal?
Tu as quel âge?

Choose a victim to take "la chaise chaude" where he is grilled by classmates. This method can be used as a means of oral testing.

7) Present the class with a magazine picture or newspaper photo. The class is expected to pose and answer as many questions as possible.

8) Once the introductory reading passage, "Salut les copains", has been thoroughly taught, have the students pose their own questions on this page. Deal with one sentence at a time, e.g.:

Je m'appelle Jacques Dubois. → Comment s'appelle-t-il?
J'ai quatorze ans. → Quel âge a-t-il?

The exercise on page 21 may be expanded by having students give an alternate question form, where feasible, e.g.:

Où habite-t-il? → Où est-ce qu'il habite?

9) Write interrogative words (où, quand, pourquoi, que, combien, comment) on cards or on the blackboard. The students use these words to complete such questions as:

_____ est-ce que tu vas? À Montréal. → Où est-ce que tu vas?
_____ est-ce que tu vas à Montréal? À pied. → Comment est-ce que tu vas à Montréal?

10) (a) Write interrogative words on cards, e.g., est-ce que, pourquoi, quand, où, que, qui.

(b) Write a long sentence on the board, e.g.:

Oui, Paul prend un taxi au cinéma vendredi soir parce qu'il n'a pas de voiture.

(c) Have the students:

(i) pose all possible questions on the sentence using the cards to assist them;

(ii) identify the word or phrase which answers each question.

The teacher then rubs out that word or phrase.

E.g.:

Question 1

Student: Est-ce que Paul prend un taxi au cinéma vendredi soir parce qu'il n'a pas de voiture?

Oui.

The teacher rubs out "oui".

Question 2

Student: Pourquoi est-ce que Paul prend un taxi au cinéma vendredi soir?

Parce qu'il n'a pas de voiture.

The teacher rubs out "parce qu'il n'a pas de voiture".

When the exercise is completed, all parts of the sentence have been rubbed off.

11) Make a snakes and ladders grid on the blackboard. Elicit French statements from the class to be written in each square. Divide the class into two teams. Roll a die to determine the number of spaces to be moved. In order to make this move, the student must change the statement in that square into an "est-ce que" or inverted question.

If the first team fails to give a correct question form, the other team has the opportunity to move to that square by giving the correct question form. The students must, of course, abide by the snakes and ladders pattern on the board.

E.g.:

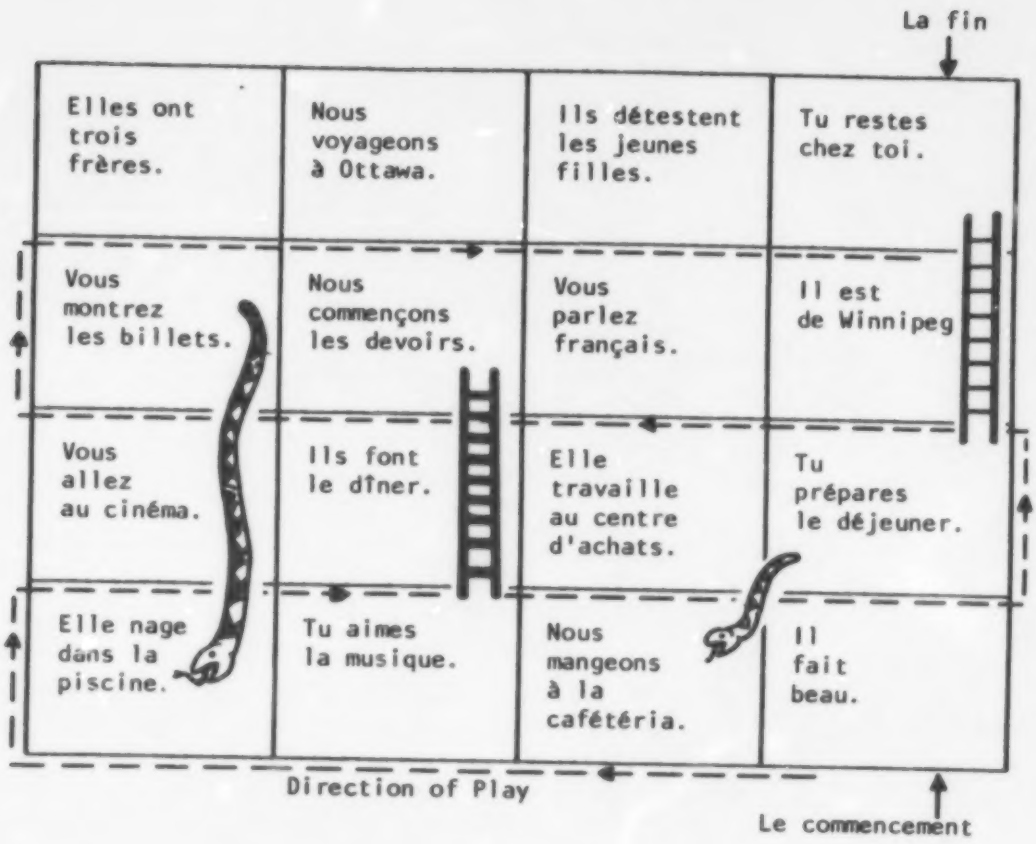
Player 1 rolls:

Answer: Nage-t-elle dans la piscine?

Player 2 rolls:

Answer: Aimes-tu la musique?
(Student moves up the ladder.)
Commençons-nous les devoirs?

If the student fails to give the right answer, he must go back to the beginning of the game.



12) Jeopardy

Make a jeopardy board.

Inversion	Est-ce que	Intonation	Interrogative Words
10	10	10	10
20	20	20	20
30	30	30	30
40	40	40	40
50	50	50	50

Divide the class into two teams. A team member chooses a category and a number value. The teacher has a master list of statements to be changed into questions in various ways, e.g.:

Student: Interrogative Words - 30.
Teacher: Aujourd'hui nous mangeons des frites à la cafétéria.
Donne la question avec "quand est-ce que".
Student: Quand est-ce que nous mangeons des frites à la cafétéria.

Keep a running tally of the teams' scores on the blackboard. To discourage the weaker student from making wild guesses, the teacher might impose a 50 point penalty for an incorrect question in the 50 point category.

13) Pose a question for the day. The teacher gives the model, e.g., "Quand est-ce que tu prends ton déjeuner?" The first student might answer, "Je prends mon déjeuner à midi."

The same student then turns to the person behind him and poses the same question. The second student answers the question and poses it to the person behind him. The drill continues until every student has asked and answered the question. This exercise is timed and this time compared with other classes.

14) Broken Telephone

The teacher whispers the same question to the first student in each row. Each of these students whispers the question to the person behind him. Once the question has reached the last student, the original question is compared with the question as the last student has understood it.

15) Teacher Interviews

The class, as a whole, decides which teacher on staff they would like to interview. The French teacher spends part of a period assisting the students in formulating appropriate questions, which are written on an overhead and copied into the students' notebooks. The students practise these questions with a partner. Another day, two students are chosen by the teacher to tape the interview with the teacher selected by the class. This tape is played for the class.

B) VERBS

FORMATION OF VERBS

1) Tic-tac-toe

(a)

vous	je	ils
qui	Marie	tu
il	Nicole et Georges	nous

Students must say and spell the correct form of the verb of the day, e.g., acheter, to get an X or O for their team.

(b)

commencer	aller	faire
vendre	prendre	être
préférer	finir	acheter

Students must say and spell the correct form of the verb for the pronoun of the day, e.g., tu, to get an X or an O for their team.

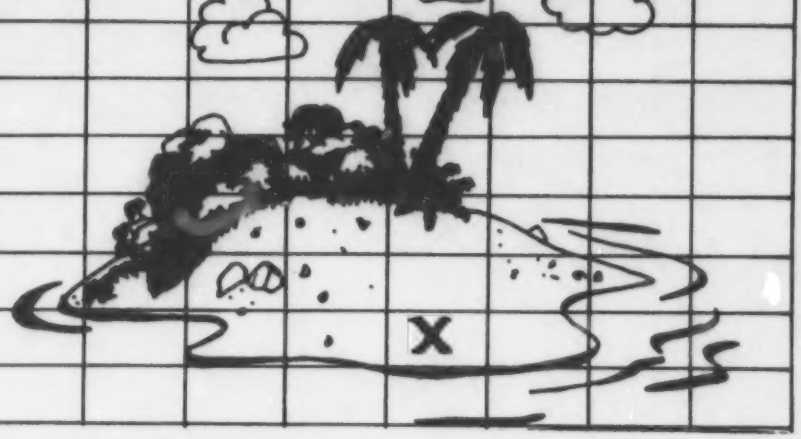
2) Time a student's or a class' conjugation of an irregular verb. Make this a class competition.

3) The teacher gives the singular of the verb. The student responds with the plural (or vice versa).

4) The teacher gives the verb form. The student responds with the subject pronoun.

5) Make up a large bristol board card as shown:

	je	tu	il	elle	nous	vous	ils	elles
commencer								
vendre								
préférer								
aller								
prendre								
finir								
faire								
être					X			
acheter								



N.B.: The "X" is not marked on the bristol board, but the teacher has determined its position.

Students must guess where the treasure is buried by calling out pronouns and their correct verb forms. The answer in this case is "nous faisons". The winner might receive a "bonbon".

6) On strips of cardboard, write the infinitives of all the verbs the students have learned. On each occasion, pick a different subject pronoun. Students must say the correct verb form and spell the ending. In the case of irregular verbs, the whole verb must be spelled. This exercise can be done at random with the whole class or by one individual who starts and continues until he makes a mistake. These cards can be used in a variety of ways. Using a given subject, have the students:

(a) indicate the correct form of the verb;

(b) make a complete sentence using the verb;

(c) make a negative sentence;

(d) form questions with the verb.

For example, use the verb cards:

prendre	,	commencer	,	rester	, etc.

The teacher selects a subject, e.g., "tu". Thus, possible answers would be as follows:

(a) tu prends, tu commences, tu restes;

(b) tu prends un taxi, tu commences les devoirs, tu restes à la maison;

(c) tu ne prends pas de vacances, tu ne commences pas le travail, tu ne restes pas à l'école;

(d) qu'est-ce que tu prends?, où est-ce que tu commences?, est-ce que tu restes à l'appartement?

Only one of the above variations should be used on each occasion.

7) Playing Cards

Write a French and an English statement on blank playing cards. Distribute all cards, one to each student. Some students might have two. One student begins by reading aloud the English sentence on the bottom half of his card. The student with the corresponding French sentence reads out the French and the English on his card. He, in turn, is answered by the student who has the corresponding French on his card, e.g.:

je réponds
you sell

tu vends
we spend

8) Charades

A student takes a card indicating the subject pronoun and the verb or sentence he is to act out. The class tries to guess the sentence or verb.

9) Snakes and Ladders

See section A(11), but write an infinitive and subject pronoun in each square.

10) Relay

The class is divided into rows of equal number. Designate a section of the blackboard for each row. Write five (or a

figure corresponding to the number of rows) columns of subject pronouns on the blackboard. The teacher calls out an infinitive. The first person in each row writes on the blackboard the corresponding verb form after the first subject pronoun. When he has returned to his seat, the second person in each row completes the correct verb form for the second subject pronoun. The time is up when one team has completed its column. Assign one point to that team for every correct answer. Rub off all verb forms and call out another infinitive.

COMPREHENSION OF VERBS

1) The teacher calls out a verb. The class gives "le contraire" orally, e.g.:

arriver → quitter;
aimer → détester;
chercher → trouver;
donner → prendre;
finir → commencer.

2) Word Association

Ask the class to give the infinitives which come to mind when they hear a specific noun, e.g.:

argent → dépenser, acheter, coûter, travailler, aimer;
auto → voyager, stationner, prendre;
party → danser, plaisanter, jouer, manger, écouter, inviter.

3) False Identification

The teacher points to his eyes and says, "écouter?" The class responds with "regarder". The teacher insists, "écouter". The class corrects with "regarder". This can be repeated with other motions, e.g.:

ear → marcher? Class: écouter

4) Name a Part of the Body

The teacher names a part of the body and asks the class to provide all of the verbs that could be associated with it, e.g.:

bouche → chanter, parler, manger, crier, fermer, fumer;
pied → danser, aller, faire du ski.

5) Boule de neige

The teacher gives an introductory sentence, e.g.:

Teacher: En été, je nage.

Each student repeats the initial sentence and adds a clause, e.g.:

Student 1: En été, je nage et je fais du tennis.
Student 2: En été, je nage, je fais du tennis et je vais au cinéma.

6) Password

Divide the class into two teams. The teacher picks a representative from each team. These two students stand with their backs to the blackboard while the teacher writes a verb on the board. The rest of the team takes turns giving clues to help their representative guess the written word. If the first representative guesses the word after the first clue, ten points are given to his team. If the student does not guess the word, the opposing team gives another clue and the word, if guessed, is now worth nine points, e.g.:

Teacher writes:	Acheter.
Team A:	Un disque.
Representative A:	Écouter.
Team B:	Magasin.
Representative B:	Acheter. (9 points)

7) Oh Canada

This game can be played in pairs or in groups of four. The teacher prepares a set of English and corresponding French sentences concentrating on verbs. Give the English to one student and the French to the person opposite him. Play Oh Canada according to the rules in the kit.

8) La journée de Mme Dubé

The teacher prepares an appointment calendar, e.g.:

9:15	la radio
11:20	le dentiste
12:00	des frites
2:45	mon amie
5:10	un taxi
7:30	la télé

6
8

Teacher: À trois heures moins le quart, qu'est-ce qu'elle fait?
Student: Elle visite une amie.
Teacher: À midi, qu'est-ce qu'elle fait?
Student: Elle mange des frites. (Elle achète des frites.)

9) Prendre

The teacher could drill the verb by posing questions such as:

Qu'est-ce que tu prends pour aller à Chicago?
Qu'est-ce que ton ami(e) prend pour aller en ville?
Tu es riche. Qu'est-ce que tu prends pour aller au cinéma?
Je suis pauvre. Qu'est-ce que je prends pour aller au magasin?
Qu'est-ce que les jeunes filles prennent pour aller nager?
Qu'est-ce que tu prends pour faire du ski?/étudier?
Qu'est-ce que vous prenez si vous avez mal à la tête?
Qu'est-ce que tu prends dans ton café?

10) Lucky Numbers

Write several numbers on a sheet of bristol board. Now cover each number with a card bearing a verb form, e.g.:

prends	,	mangeons	,	regardez	, etc.

The student must form a complete sentence using one of these forms in order to get the point value concealed under the card. This may be played in two teams.

C) NUMBERS

1) Prices are written on cards. A student acts as teacher asking "C'est combien?"

2) The teacher poses lengthy mental arithmetic problems to the class.

3) Make a number of picture cards of appliances and furniture with their prices on the back. One student is given these cards. The student directs the guessing by saying "plus" or "moins".

Variation: The teacher has ten pictures of different items such as television sets, stereos, cars, etc. Five of these items have prices on the back and will belong to the student contestant. The other five are without prices. A student (or several students) is asked to put prices on the back of these and they are then returned to the teacher. Another student and the teacher have one minute to memorize the prices of their respective cards. An arbitrator holds up the pictures, alternately showing one to the teacher and one to the student contestant, to see who can remember all the prices. This may be played as a competition with the teacher against the class.

4) Write math problems on flash cards, e.g.:

162 + 15 = ___

Divide the class into two teams. For each team, number the students 1 to 15. The teacher calls out a number between 1 and 15. Those two students vie to give the first correct answer to the problem displayed.

5) Buzz

The class counts individually and for every 7 or multiple thereof they must substitute the word "buzz" or they are out, e.g., 7, 14, 17, 21, 27 and 28 would be "buzz" numbers.

6) Numéro de téléphone

The students give their telephone numbers and then they must add up the digits, e.g.:

282-6437 Deux et huit font dix.
Dix et deux font douze, etc.

7) Voyageur

One student in the class stands behind or beside the desk of another student. The teacher shows cards with numbers for identification, addition, subtraction or multiplication

and the first to answer correctly moves to the desk of the next student. The teacher gives a new problem. The winner moves on. The loser either remains seated or takes the seat of the winner.

8) Adding Last Digits

Have a student call out a number, e.g., 17. The last digit is added to the number. Therefore, the next number in the series would be 24 and the next 28, etc.

9) Computer Game

Write these numbers on the blackboard in the order given:

64	32	16	8	4	2

Give the students a few minutes to memorize them. Make flash cards that correspond to these place values, e.g.:

0	0	0	0	0	1

Answer: 2 (because the 1 is in the 2 place value column)

0	0	0	0	1	0

Answer: 4

0	1	0	1	0	1

Answer: 42
(32 + 8 + 2)

Show these cards and have the students determine the number(s) displayed.

10) Loto à quatre doigts

Have the students draw a four-square grid in their notebooks and write in four numbers that fall within a given range, e.g., 100-150. The teacher asks a student to call out one number that is on his grid. Each time the rest of the class, or the caller, hears a match, he places one finger on his

grid. The first student to have the grid fully covered wins. He must call back the numbers in French. Because there are so few numbers to be covered, the teacher may wish to get each student call out only one number.

E.g.:

135	116
149	103

11) Kilometers

The teacher gives distances in miles between various cities and has students convert these into kilometers, e.g.:

Toronto à Kitchener = 60 miles → 96 km

1 km = 0.625 miles
1 mile = 1.633 km

D) TIME

1) Draw twelve blank clock faces on a ditto. These can be used for short quizzes or a bingo type game.

2) Have students convert from the 12 hour to 24 hour time system, e.g., 8 heures du soir = 20 heures.

3) Write a real or imaginary selection of television programs with their times and have a student question the class, e.g.:

Blackboard:

4:00	Happy Days
4:30	Bionic Woman
6:30	Carol Burnett

Student: C'est à quelle heure, "Happy Days"?

4) La journée de ....

A	Je regarde la télé.	1	7:15
B	Je téléphone à mon ami.	2	6:45
C	Je vais au cinéma.	3	6:06
D	J'achète un disque.	4	12:10
E	Je fais mes devoirs.	5	4:50
F	Je mange un goûter.	6	3:30

B4 Je téléphone à mon ami à midi dix.
E1 Je fais mes devoirs à sept heures et quart.

5) Secret Time

The teacher or a student writes a secret time on a piece of paper. Divide the class into two teams. Members of these teams guess the time in mind. Answers are guided by the teacher saying "avant" or "après". The student who guesses correctly scores a point for his team. Guesses are taken alternately.

E) ADJECTIVES

1) Qui est-ce?

The teacher has pictures of famous personalities which he does not show to the class. The students ask questions that require "oui" or "non" answers to determine who the personality is, e.g.:

Est-ce que c'est un homme?
Est-ce qu'il est grand?
Est-il blond?

This can be played in two teams using a time limit or a specific number of questions as a guideline.

2) Décrivez

The teacher names an object or a person and elicits three adjectives to describe the object or person. This can be done as a quick warm-up, paying particular attention to the masculine/feminine agreement, e.g.:

Elton John est ....
La Reine Elizabeth est ....
Une banane est ....
Un avion est ....

Variation: The teacher may have a hat containing slips of paper on which are written names of things or people. The class is divided into two teams. A representative from the first team picks a slip of paper and must describe that object or person using two or three adjectives. The rest of the team members guess who or what that person is describing.

3) Peek-a-boo

A poster or large picture is covered with small cards. On each card is written a masculine or feminine adjective. The students must use that adjective in a sentence in order to discover the part of the picture that lies beneath it. The object is to discover what the picture is.

4) Fill in the Blanks

The teacher writes sentences on the board, leaving three blanks, e.g.:

J'ai un _____ _____ _____.

Il porte une _____ _____ _____.

Students complete the sentences by inserting an adjective that precedes the noun in the first blank and an adjective that follows the noun in the third blank. Attention must be paid to the agreement in gender. Once this is completed, the teacher supplies the nouns to be placed in the second blank. The students then read the sentences aloud. Results are often humorous.

5) Boule de neige

The teacher gives a sentence, e.g., "Mon chat est petit." The first student repeats it and adds one adjective, e.g., "Mon chat est petit et gris." Each student in turn must repeat this cumulative sentence, adding another adjective each time. Use different objects to stress the feminine forms of the adjectives.

6) Position

As a quick warm-up activity to drill the position of adjectives, the teacher could say an adjective and elicit the choral response "avant" or "après" from the class.

This could also be used to drill recognition of masculine and feminine forms.

7) Concentration

Have students match English and French cards, e.g.:

un gros chat	→	a fat cat

8) Sentence Construction

Write various words, including adjectives, on the board, e.g.:

une	français	rouge	belle	dans
le	mange	grand	confortable	pomme
la	garçon	chaise		

The students must organize the words to form the sentence, "Le grand garçon français mange une belle pomme rouge dans la chaise confortable."

9) Le contraire

The teacher calls out an adjective, e.g., grand. The class chorally gives the opposite. Some opposites found in the text are:

grand/petit;
possible/impossible;
gros/mince;
beau/laid;
difficile/facile;
froid/chaud;
intelligent/stupide;
fort/faible;
bon/mauvais;
blanc/noir;
pénible/aimable.

10) Matching Exercise

Write a list of nouns and one of adjectives on the board, e.g.:

A	garçon	1	anglais
B	jeune fille	2	beau
C	enfant	3	cher
D	amie	4	blond
E	élèves	5	grand
F	soeurs	6	magnifique
G	frères	7	petit

Divide the class into two teams. The teacher calls out a letter and a number. In order to score a point for his team, a student combines the adjective and noun, paying attention to position and agreement, e.g.:

Teacher: A6.
Student: Un garçon magnifique.

11) Adjective and Noun Cards

Make sets of adjective and noun cards. These can be used many times as a warm-up exercise. Hold up a card from each set and have the students give a response combining the adjective and the noun, e.g.:

Stimulus: | petit | | amie |

Response: Une petite amie.

12) Tic-tac-toe

Write an adjective or noun in each square of the grid, e.g.:

(a)

père Noël	élève	maison
garçons	banane	homme
tour C.N.	auto	voitures

Students may use any adjective to accompany the noun.

(b)

blond	gros	grand
italien	cher	stupide
intelligent	beau	petit

One noun is chosen to be described.

13) Oh Canada

Play the Oh Canada game according to the rules in the kit, substituting English and French adjectival phrases, e.g.:

the big boy → le grand garçon

14) Qui est-ce?

The teacher describes a famous person using as many adjectives as possible, e.g.:

Un gros vieil homme qui porte une belle costume rouge et qui a une longue barbe blanche.
Qui est-ce?

15) Playing Cards

Write French and English phrases, each containing an adjective, on blank playing cards. Give one to each student. One student begins by reading aloud the English phrase on the bottom of his card. The student with the French phrase reads out the corresponding translation, e.g.:

un gros avion
a little boy

un petit garçon
a French car

16) Mon homme idéal/ma femme idéale

Students could draw funny pictures of their dream boyfriends or girlfriends and label accordingly, e.g.:

riche → pointing to wristwatch;
athlétique → pointing to sneakers.

FOR IDEAS ON CREATIVE WRITING USING ADJECTIVES, PLEASE SEE THE POETRY SECTION OF THIS RESOURCE BINDER.

F) ADVERBS AND "NE ... JAMAIS"

COMPREHENSION

1) Personal Questions

Ask students questions which elicit adverbs as answers, e.g.:

Teacher: Tu regardes la télé?
Student: Toujours/souvent/jamais.

Teacher: Tu manges de la pizza?
Student: Toujours/souvent/jamais.
Teacher: Tu étudies?
Student: Toujours/souvent/jamais.

2) Le contraire

The teacher calls out an adverb, e.g., beaucoup. The class chorally gives the opposite. Some opposites to be found in the text are:

beaucoup/peu;
en avant/en retard;
tout de suite (maintenant)/plus tard;
toujours/jamais;
hier (demain)/aujourd'hui;
d'habitude (souvent)/rarement.

3) Personal Questions

This exercise can be done orally and/or in writing. Have students complete the following sentences:

Ma mère ne dit jamais, "...."
Mon prof dit toujours, "...."
Mon père dit souvent, "...."
Quand je suis fatigué, je ne ... jamais.
Quelquefois, je regarde ... à la télé.
À l'école, il y a souvent ....
Bugs Bunny dit toujours, "...."
La grosse dame ... trop.
D'habitude, je ... à ... heures.
... est toujours en retard pour la classe de français.

4) Peek-a-boo

Draw a rebus (picture puzzle) on the board, e.g.:

Il danse beaucoup.

Cover the puzzle with cards on which English adverbs are written. The students give the French equivalent in order to uncover parts of the puzzle. The winner is the team that puts the whole puzzle together and states the correct message.

5) Trop

In order to have the students use the word "trop", display pictures such as a small doorway and a large man. Ask the question, "Quel est le problème?" An acceptable response would be, "Il est trop grand."

6) Negative - "ne ... jamais"

(a) Have students give the negative (ne ... jamais) forms of such sentences as:

Il va toujours au cinéma.
Il mange toujours à six heures.
Il parle toujours trop.
Il est toujours en retard.
Il fait toujours ses devoirs.

(b) Matching Exercise

Have the students write negative sentences with "ne ... jamais" using an element from column A and one from column B, e.g.:

A	B
en été	tu cries
dans ma salle de classe	il y a du thé chaud
dans le frigo	il neige
pendant la nuit	vous stationnez votre auto
dans une piscine	je porte un bikini
dans la maison	nous faisons du ski nautique
à la bibliothèque	il fait du soleil

En été, il ne neige jamais.
Dans une piscine, nous ne faisons jamais de ski nautique.

FORMATION OF REGULAR ADVERBS

1) Use adjective cards or write masculine adjectives on the board. Have the students give the feminine adjective form and the adverb.

POSITION OF ADVERBS

1) Write on the blackboard a statement containing an adverb and substitutions under it, e.g.:

Il fait (souvent) beau.
(si)
(toujours)
(rarement)
(très)
(assez)

Have the sentences repeated with the substitutions.

G) EXPRESSIONS OF QUANTITY

CONCRETE MEASUREMENTS

1) Memory Game

Distribute cards with phrases involving expressions of quantity, e.g., un kilo de pommes, un panier de fruits, etc., to every member of the class. Ask five to ten students (at random) to read their cards. One student attempts to recall as many of the phrases as possible. He wins the card for each correct guess and continues until he makes a mistake. At this point, the teacher has another five to ten students read their cards and another student plays the memory game. The object of the game is to collect as many cards as possible.

2) Seven-up

Write expressions of quantity, e.g., une bouteille de lait, on seven cards and show them to the class. After shuffling them, distribute them to seven volunteers who come to the front of the class. The class must determine who has each card by asking such questions as, "Tu as une boîte de tomates?" This identification process is timed.

3) A Trip to the Market

On cards or on the blackboard, the teacher writes or has pictures of food quantities, e.g., un litre de lait, une douzaine de pommes.

A student volunteer has a master list of the prices corresponding to each of the items. The object of the game is to "buy" items in any quantity and to spend as close as possible to, but not over, $10.00. The game might proceed as follows:

Student: Deux litres de lait, une douzaine de pommes et deux kilos de sucre.

The student volunteer checks the prices of the items and quickly adds them up to calculate a total bill.

Student volunteer: C'est $6.10.

This could be written on the board, e.g.:

John - $6.10

Another student picks items to try to total $10.00. The individual prices are not revealed to the class.

4) Corner the Market

(a) The object of the game is to corner the market on a specific commodity. This game is suitable for group work in fours.

Each group has a 49 card deck containing seven cards of each of the following:

1 un sac d'oignons
2 une douzaine de pommes
3 un litre d'orangeade
4 une boîte de tomates
5 une boîte de céréales
6 une bouteille de lait
7 un kilo de sucre

All the cards are dealt. Students examine their cards to determine which commodity they wish to corner. Simultaneously, all the students try to "unload" unwanted commodities by placing the cards face down on the table and repeatedly "advertising" what they wish to sell, e.g., "Deux litres de lait, deux litres de lait ...." If they hear another student "selling" what they wish, they may pick up those cards. The game ends when one person has cornered the market on any one item.

(b) Using the same cards, the students may play FISH.

1) Substitution

Write a sentence on the blackboard containing an expression of quantity with substitutions for these expressions in a column underneath it. Have the sentence repeated with the substitutions, e.g.:

Il a (beaucoup) de devoirs.
(assez)
(trop)
(peu)
(combien ?)

2) Drill

The teacher may drill individual expressions of quantity by having students insert one in a series of sentences, e.g.:

TROP

Teacher: Il a de l'argent.
Student: Il a trop d'argent.
Teacher: Elle mange des bonbons.
Student: Elle mange trop de bonbons.
Teacher: Je donne des devoirs.
Student: Je donne trop de devoirs.
Teacher: Tu fumes des cigarettes.
Student: Tu fumes trop de cigarettes.

3) Drill

To drill English comprehension of the expressions of quantity, trop de, assez de, combien de, peu de, beaucoup de, use the following exercise:

Comment dit-on en français (too much money)?
(enough work)?
(lots of friends)?
(too much homework)?
(little ice cream)?
(how many sisters)?
(few rules)?
(lots of records)?
(how much time)?
(few classes)?

4) Sentence Construction

Have the students make sentences using an element from column A, one from B, one from C and one from D, e.g.:

A	B	C	D
j'ai	trop	de	devoirs
Paul et Jean mangent	peu	d'	argent
tu fais	assez		bonbons
etc.	etc.		etc.

An acceptable response would be, "J'ai trop d'argent."

H) GENERAL VOCABULARY

GENERAL VOCABULARY REVIEW INDEX

Games and Drills

1) Qu'est-ce que c'est?
2) Peek-a-boo
3) Boule de neige
4) Oh Canada
5) Broken Telephone
6) Vite, vite!
7) Password
8) Loto à quatre doigts
9) Chain Words
10) Lucky Numbers
11) Tic-tac-toe
12) Sentence Construction
13) Classification
14) Stop
15) Snakes and Ladders
16) Je pense à ....
17) Word Search
18) Word Associations
19) Speed Spelling
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21) Blackboard Scrabble
22) Concentration
23) False Identification
24) Playing Cards
25) Voyageur
26) Pantomime
27) Scrambled Letters
28) Coded Letters

Ways of Keeping Score

1) Football
2) Hôpital
3) Hockey
4) Baseball

THE FOLLOWING GAMES AND DRILLS CAN BE ADAPTED FOR GENERAL VOCABULARY REVIEW:

1) Qu'est-ce que c'est?

The teacher may give clues describing an object while the class attempts to identify the object, e.g.:

Teacher: Ils sont bleus.
Ils coûtent $25.00.
Ils sont confortables.
Ils sont pour les jeunes filles et les garçons.
Qu'est-ce que c'est?
Class: Des jeans.

2) Peek-a-boo

Draw a rebus (picture puzzle) on the board (see section F*(COMPREHENSION)*4). Cover the puzzle with cards on which word problems have been written, e.g.:

(a) English words to be translated;

(b) opposites of words to be given;

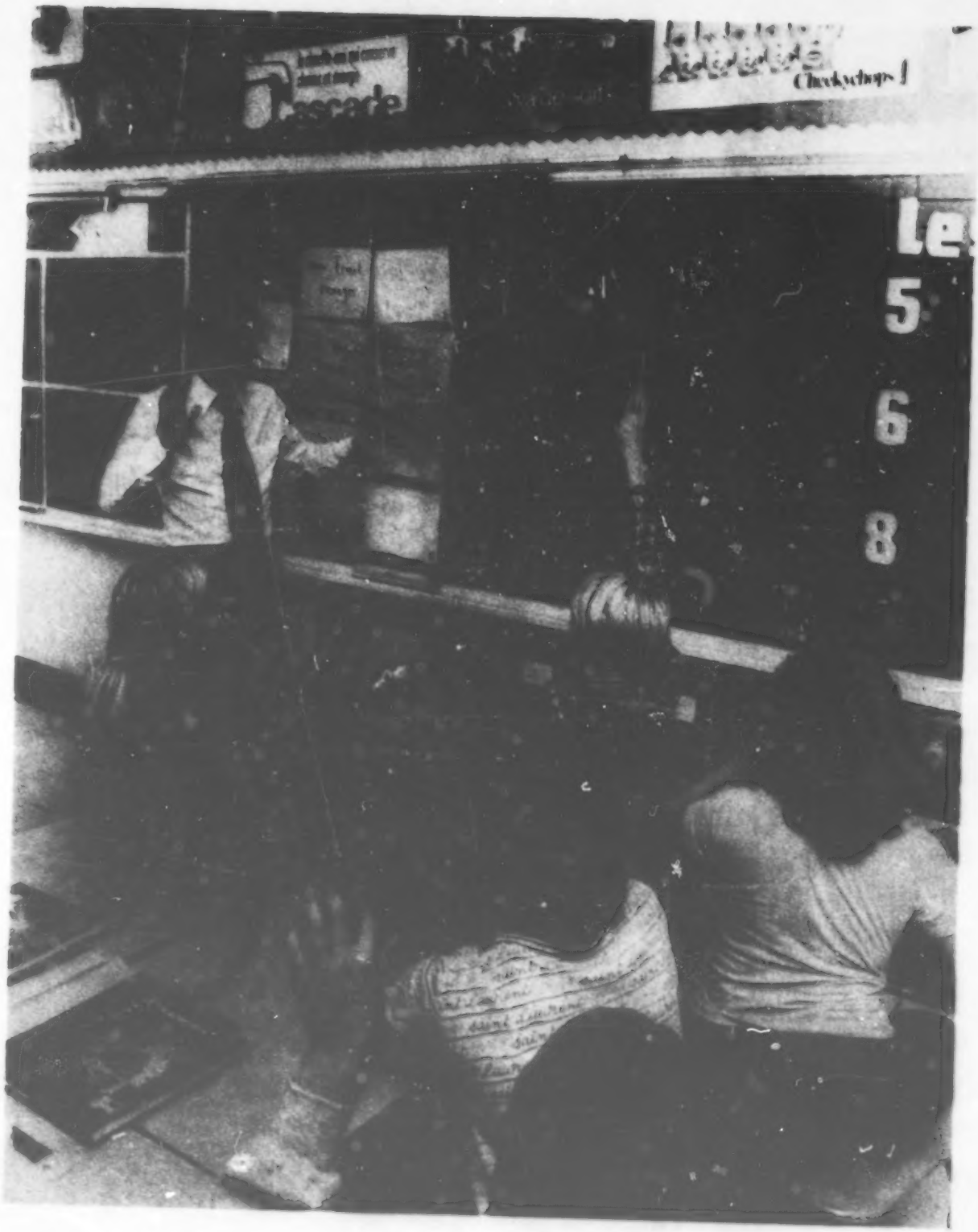
(c) pictures of vocabulary to be identified.

Once the students have given the correct answer, the card is removed and a part of the puzzle is revealed. The object is to decipher the whole puzzle.

3) Boule de neige

This is a memory game in which the student repeats the original sentence and adds a new element of his own, e.g.:

Student 1: Dans ma valise, il y a une jupe.
Student 2: Dans ma valise, il y a une jupe et une guitare.


Le
5
6
8

4) Oh Canada

Play Oh Canada according to tne rules in the kit. The teacher makes up cards using Grade 8 vocabulary to be reviewed, e.g.:

Card 1: English words or phrases.
Card 2: French equivalents.

5) Broken Telephone

The teacher, or a student, whispers the same message to the first (or last) person in each row. The message is passed from student to student. The final results are compared.

6) Vite, vite!

Divide the class into teams by rows, making sure to have an equal number in each group. Designate a section of the board to each team under its name (1, 2, 3, etc.), supplying each section with a piece of chalk. The first student in each team is numbered "un", the second "deux", and so on. If a team is short of players, let some students have two numbers.

Ask a question of the whole class, e.g., "Quel est le mot français pour 'to sing'?"

Allow some time for everyone to think of the answer, then say, "Numéro cinq." The students whose number this is write the answer on the board. The first student to have the correct answer wins one point for his team.

7) Password

Divide the class into two teams and pick a representative from each team. These two students stand with their backs to the blackboard while the teacher writes a word on the blackboard. The rest of the team takes turns giving clues to help their representative guess the written word. If the representative guesses the word after the first clue, ten points are awarded to that team. If the representative does not guess the word after the first clue, the opposing team gives a clue and the word, if guessed, is now worth nine points. New students are chosen as representatives after each word is guessed, e.g.:

Teacher writes:	Librairie.
Team A:	Livres.
Representative A:	Étudier.
Team B:	Acheter.
Representative B:	Librairie. (9 points)

8) Loto à quatre doigts

Have students draw a simple four-square grid in their notebooks and write in four words of a specific vocabulary category. Call upon students to read one word from their chart. If others in the class have this word as well, they put one finger on their grids. The first to have all words on the grid covered is the winner. He must read the vocabulary aloud. In order to avoid quick winners, it is advisable not to ask the same student repeatedly.

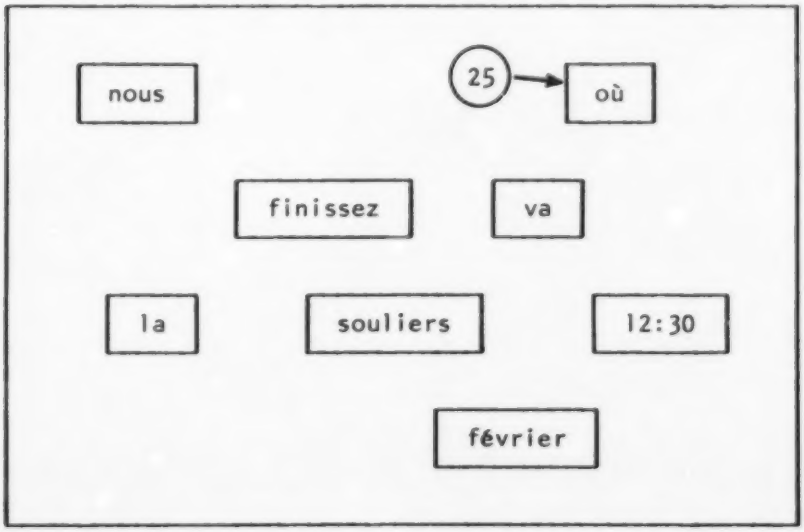
9) Chain Words

Ask the students for any French word to start the game. The next word must start with the last letter of the previous word, e.g.:

First word: Eléphant.
Second word: Téléphone.
Third word: Ecouter.

10) Lucky Numbers

Write several numbers on the blackboard or on bristol board. Cover each number with a piece of paper on which is written a word, e.g.:



The student must form a complete sentence using one of these words in order to get the point value concealed under the

cards, e.g., the student using "où" in a sentence correctly would win 25 points for his team.

11) Tic-tac-toe

Variations: Number or letter each square to save time, e.g.:

1	2	3
4	5	6
7	8	9

The student picks a number or letter to designate which square he would like and the teacher reads (or makes up orally) a question of any of the following types:

(a) English → French;

(b) opposites;

(c) definitions;

(d) adjectives → adverbs;

(e) pronoun → verb;

(f) pictures;

(g) 12 hour time → 24 hour system;

(h) est-ce que → inversion;

(i) masculine adjectives → feminine adjectives;

(j) affirmative → negative.

12) Sentence Construction

Write columns of words on the blackboard, e.g.:

A	B	C	D
Combien		nous	achetez des disques?
Où	est-ce que	Paul et Pierre	manges?
Quand	est-ce qu'	vous	payons?
Pourquoi		il	va au bureau?
		tu	font les devoirs?

Students pick one element from each of the columns to form a sentence, e.g., "Combien est-ce que nous payons?"

13) Classification

Draw a chart on the board, e.g.:

	Verbes	Vêtements	Adjectifs
M			
O			
A			
N			

Divide the class into two teams. In order to occupy a space and gain five points for his team, the student must identify the square he wishes and give an appropriate answer, e.g.:

Student 1: Verbes - M - manger.
Student 2: Adjectifs - A - agréable.

The teacher may wish to place an "X" in the square after it has been used so that another student does not use the same one.

14) Stop

This is a variation of Bonhomme pendu.

A Stop sign can be used instead of the regular hangman. When this sign has been completed, the team is "hanged".

15) Snakes and Ladders

Make a snakes and ladders grid on the blackboard. The squares may be filled with an infinitive and a subject pronoun, or a noun to be combined with an adjective, or an English word. The students move across the board, abiding by the snakes and ladders pattern. A pair of dice can be used to determine how many squares to move.

16) Je pense à ....

Choose a topic, e.g., places, and make one of the following statements:

(a) Je pense à un mot qui commence par ... ("a" - aéroport).

(b) Je pense à un mot qui a un accent grave ... (bibliothèque).

(c) Je pense à un mot qui a un apostrophe ... (centre d'achats).

(d) Je pense à un mot qui contient/finit par le son [i] ... (pâtisserie).

(e) Je pense à un mot qui contient le mot "eau" (bureau).

Students must guess the word in mind.

17) Word Search

Make up word searches where the students are to find:

(a) antonyms;

(b) synonyms;

(c) sentence completions;

(d) verb forms;

(e) adjective forms.

E.g.: Trouvez:

(a) le contraire de "grand";

(b) un synonyme pour "monsieur";

(c) la grosse dame ... beaucoup;

(d) (finir) ils ...;

(e) (handsome) le ... homme.

18) Word Associations

Pose the following questions, encouraging the students to give as many answers as possible:

(a) À quoi est-ce que tu penses quand tu entends le mot "aéroport"/"bicyclette"/"hiver"?

(b) Où est-ce que tu trouves des livres/des avions/des gâteaux?

(c) Qu'est-ce que tu trouves dans une pâtisserie/un garage/une piscine?

19) Speed Spelling

The teacher divides the class into two teams, sends a member of each team to the board and dictates a word. The first student to spell it correctly remains at the board. The other student is replaced by another member of his team.

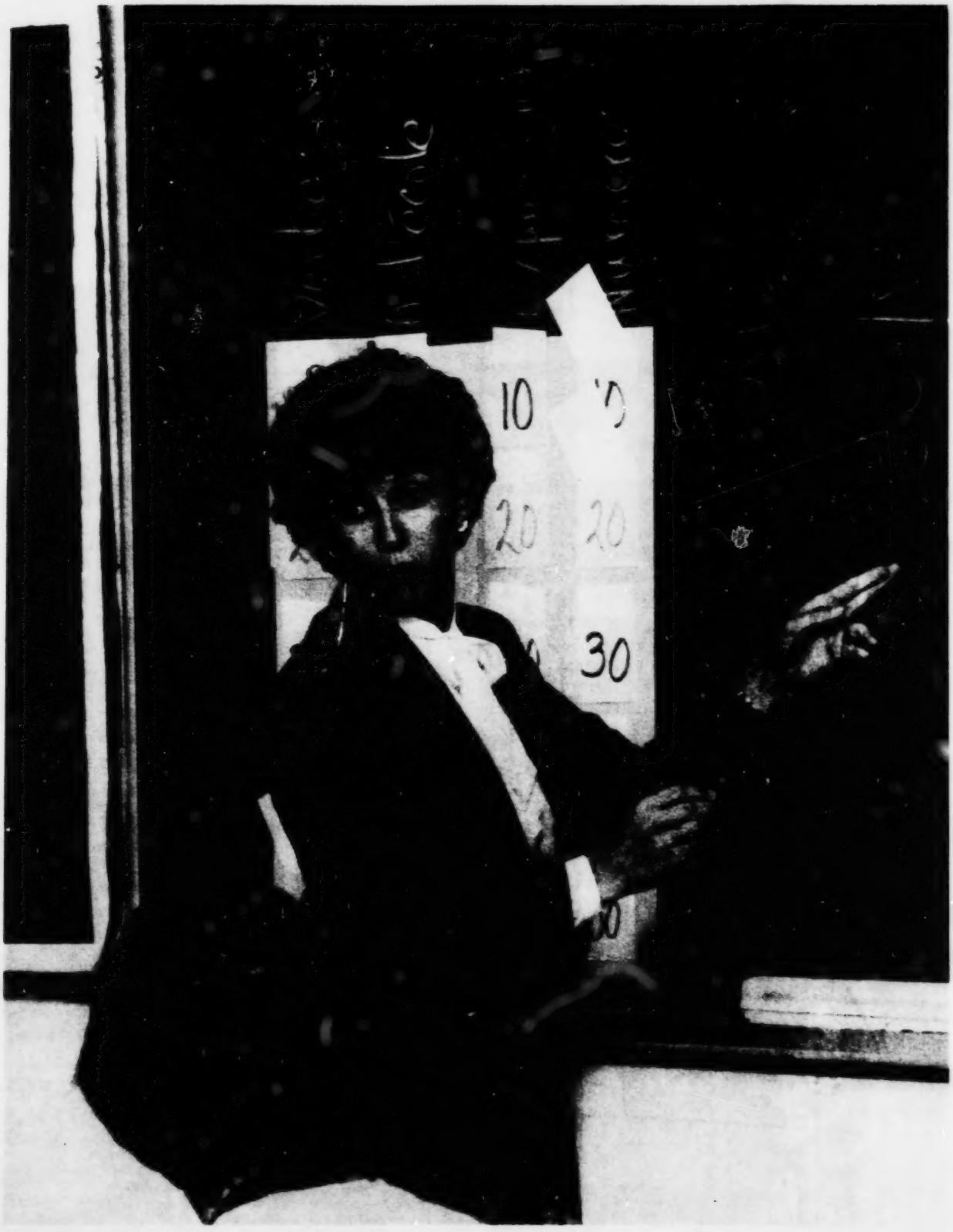
20) Jeopardy

Make a jeopardy board, e.g.:

Vêtements	Verbes	Adjectifs	Magasins
10	10	10	10
20	20	20	20
30	30	30	30
40	40	40	40
50	50	50	50

Divide the class into two teams. A team member chooses a category and a number value. The teacher has a master list of questions to be answered. The game might proceed as follows:

Student: Verbes - 20.
Teacher: Donnez le contraire de "trouver".
Student: Chercher.


10
20
30

Keep a running tally of the teams' scores on the board. It would naturally follow that the 50 point questions would be much more difficult than those of lesser value.

21) Blackboard Scrabble

Divide the class into two teams. Write, or have a student write, a long word on the blackboard. Students add other words to it in crossword fashion. Assign one point for each letter in the words added. Repeats should not be allowed.

E.g.:

é
c
o
l
bibliothèque
r
o
bureau
v
e
r

Score: bibliothèque - 12
école - 5
trouver - 7
bureau - 6

22) Concentration

Make a concentration board. Glue on numbered library pockets. In each pocket insert cards bearing phrases or pictures to be matched. The students must find the matching elements, e.g.:

(a) pictures → des chaussettes ;

(b) English → French suitcase - la valise ;

(c) opposites grand → petit .

For each game, choose a specific category. The game can include a free or BONUS card giving an automatic match.

23) False Identification

When reviewing vocabulary with picture cards, have the class chorally repeat when you identify a picture. Occasionally make a deliberate mistake and, if even one student repeats the error, the point is yours. If no one repeats, the point is assigned to the class. Keep a running tally of the teacher's errors accumulated throughout the year.

24) Playing Cards

Write French and English statements on blank playing cards. Give one to each student. One student begins by reading aloud the English sentence on the bottom half of his card. The student with the corresponding French sentence reads out the French and English from his card, e.g.:

un immeuble
a suitcase

une valise
an elevator

25) Voyageur

One student in the class stands behind or beside the desk of another student. The teacher gives a short problem to be solved, e.g., English words to French, picture identification. The first student to answer correctly moves to the desk of the next student. The loser either remains seated or takes the seat of the winner.

26) Pantomime

The teacher makes up sentences to be acted out by class members, e.g., "J'achète une robe au magasin." The students use gestures to convey the meaning to the class.

27) Scrambled Letters

To reinforce the spelling of new vocabulary, the teacher could have a scrambled word written on the board at the beginning of each class. The first student to guess the word raises his hand quietly, whispers it to the teacher and is allowed to write it on the board, e.g., ucrsasnee → ascenseur.

28) Coded Letters

Select a group of words, assigning a number code to each letter, e.g.:

(a)

c	h	a	t
1	2	3	4

(b)

a	c	h	e	t	e	r
3	1	2	5	4	5	6

(c)

r	e	g	a	r	d	e	r
6	5	7	3	6	8	5	6

(d)

c	h	a	n	t	e	u	r
1	2	3	9	4	5	10	6

(e)

n	o	u	v	e	a	u
9	11	10	12	5	3	10

Present the puzzle to the class in this fashion:

(a)

c	h	a	t
1	2	3	4

(b)

_	_	_	_	_	_	_
3	1	2	5	4	5	6

The student will fill in the letters he already knows, i.e., a (3), c (1), h (2) and t (4) and, by looking at the word, will deduce the remaining letters, thus adding two new letters to his number code, i.e., e (5) and r (6).

(c)

_	_	_	_	_	_	_	_
6	5	7	3	6	8	5	6

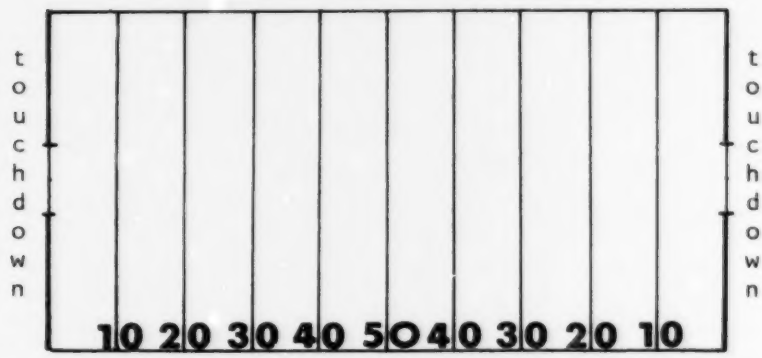
The student now knows the identity of all but two of the letters in this third word. By filling in these known letters and guessing the other two, he can now add two new letters to his number code, i.e., g (7) and d (8).

The student should be told to keep a running chart of the number code down the side of the page.

WAYS OF KEEPING SCORE:

1) Football

Divide the class into two teams. Draw a football field, i.e.:

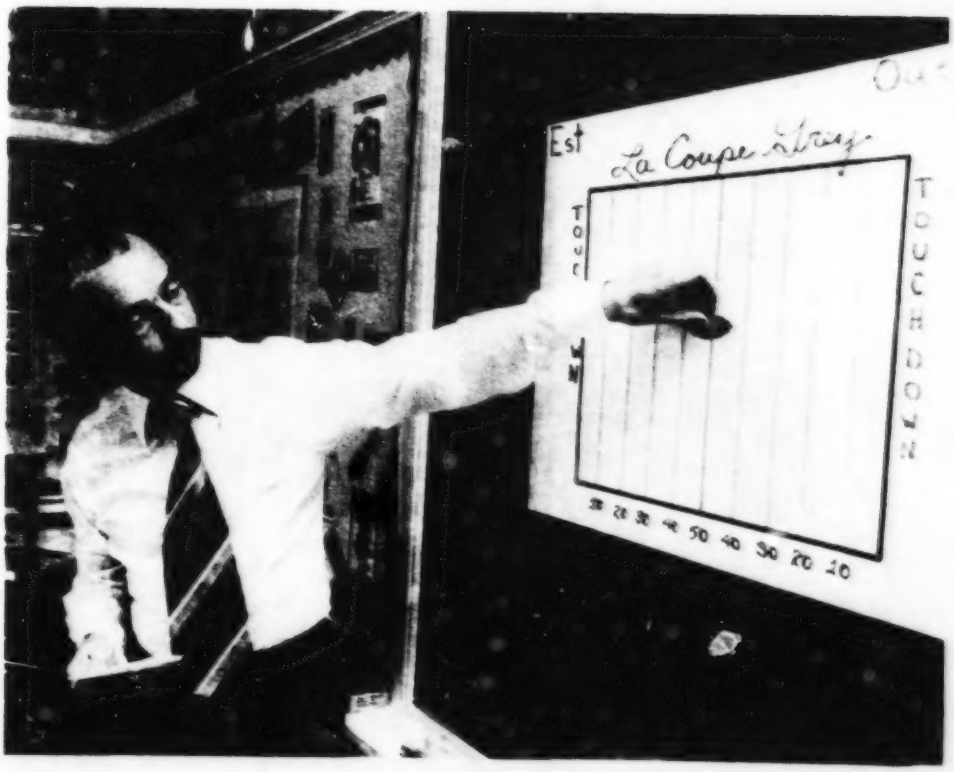


Use one marker at the fifty-yard line. Determine which team will go first. Questions are asked and the team moves ten yards for each correct answer. As soon as this team makes an error, the marker is returned to the fifty-yard line and the opposing team answers questions in a series until an error is made. The other team starts again at the fifty-yard line. If five consecutive questions are answered correctly, a touchdown is scored. The game continues until a predetermined number of touchdowns is scored or until a time limit is reached.

2) Hôpital

Draw a hospital on the board with two paths leading to it. The number of steps on both paths is equal, i.e.:

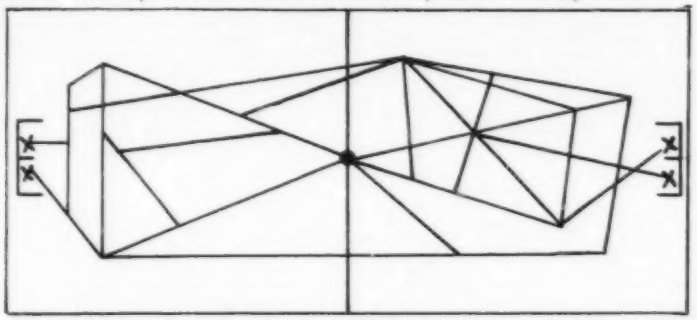
Les Devoirs
5
6
8


Est
La Coupe Strauss
TOUCHDOWN
20 30 40 50 40 30 20 10

Divide the class into two teams and use two "ambulances" or markers to start at the bottom of the paths. The object of the game is to reach the hospital before the other team does. Questions are posed alternately to each team. An incorrect answer moves the ambulance one step backward on the path.

3) Hockey

Draw a hockey rink with several puck lines, i.e.:



Use a marker as a puck and start at centre ice. Pick two players, one from each team, and ask a question. The first person to answer the question correctly moves the puck to a position where two lines meet. Two other players are chosen, a question is asked and the puck is moved. A point is scored when the puck reaches one of the "X" points in a goal net.

4) Baseball

Draw a baseball diamond and a scoreboard, i.e.:

Divide the class into two teams. Determine which team is up at bat first. Use markers or small "X's" to designate the position of the "runners". If a question is answered correctly, the runner advances one base. If the next question is answered correctly, the same runner advances to the next base. This continues until a runner reaches "home" and a run is scored. If the answer is incorrect, it counts as one "out" but the runner stays at his base. When there are three "outs", the other team comes up to bat.